

DOCUMENT RESUME

ED 067 328

SO 004 027

AUTHOR Dynneson, Thomas L.
TITLE Anthropology for the Schools: An Analysis of Selected Anthropology Curriculum Projects and Units with Content Ratings by Professional Anthropologists.
PUB DATE 72
NOTE 725p.
EDRS PRICE MF-\$0.65 HC-\$26.32
DESCRIPTORS *Anthropology; *Course Descriptions; Course Evaluation; *Curriculum Evaluation; Doctoral Theses; Evaluation; *Geography; Human Geography; Program Descriptions; *Projects; Social Sciences; Social Studies
IDENTIFIERS ACP; ACSP; HSGP; MATCH

ABSTRACT

This thesis examines anthropology teaching materials for public schools in light of their characteristics -- subject content, rationale and objectives, antecedent conditions, evaluation, background of materials development -- and the determination of their accuracy and representation. The study also serves as a guide to types of anthropology material available and provides a listing of publishers who offer materials. Six projects containing materials entirely anthropological or units concentrating on anthropology were selected for the study. A primary tool of analysis was the revised Long Form Curriculum Materials Analysis System (CMAS) developed by the Social Science Education Consortium. Professional anthropologists, representing cultural and physical anthropology, archaeology, and linguistics, analyzed the materials to determine the accuracy and representativeness of the anthropological content. The study is organized into seven chapters. Chapters I through III contain background materials; IV and V, findings of the analysis system and the results of the anthropology examinations; VI, a critique of the CMAS; and VII a review, conclusions, and recommendations. Appendices and a bibliography are included. (Author/SJM)

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ANTHROPOLOGY FOR THE SCHOOLS:
AN ANALYSIS OF SELECTED ANTHROPOLOGY CURRICULUM
PROJECTS AND UNITS WITH CONTENT RATINGS
BY PROFESSIONAL ANTHROPOLOGISTS

by

Thomas Lowell Dynneson

B.S., Macalester College, 1961

M.Ed., Macalester College, 1968

A thesis submitted to the Faculty of the Graduate
School of the University of Colorado in partial
fulfillment of the requirements for the degree of

Doctor of Philosophy

School of Education

1972

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Sp 004 027

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This Thesis for the Doctor of Philosophy Degree by

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Anthropology for the Schools: An Analysis of Selected
Anthropology Curriculum Projects and Units With
Content Ratings by Professional Anthropologists
Thesis directed by Professor Bob L. Taylor

The last decade saw change in the curricula of the social studies program in the public schools, chiefly in the form of materials from national curriculum development projects which collectively are referred to as "The New Social Studies." However, there was still much to do if social studies curricula were to meet the criteria raised by Taba. According to Taba's criteria, a curriculum should answer problems of scope, sequence, continuity, and integration.¹

Another set of problems involved the uses of the social sciences: What did the social sciences have to offer the social studies curriculum? Specifically, what were some of the recent developments in the uses of one social science--anthropology--in the building of social studies curricula for the public schools?

¹Hilda Taba, Curriculum Development Theory and Practice (New York: Harcourt, Brace and World, Inc., 1962), p. 382.

In recent years several efforts have gone into the development of materials for the teaching of anthropology at all levels of public education. With the development of these anthropology materials arose the need for an examination of their nature and use.

The major objectives of this study were to:

1. Determine the characteristics--rationale and objectives, content, theory and strategies, antecedent conditions, evaluative data--of selected anthropology unit and course materials available for use in the public schools;
2. Analyze anthropology unit and course materials through a curriculum analysis system developed and revised by the Social Science Education Consortium and entitled the Curriculum Materials Analysis System (CMAS Long Form); and
3. Determine the extent to which the selected course materials utilized anthropological knowledge and methodology.

The conclusions of the study were organized around eight broad topics which included:

1. Immediate implications of anthropology for the schools.

2.. Project materials and their implications for teachers.

3. Anthropology and its implications for the curriculum.

4. Anthropology materials and cognitive considerations.

5. Anthropology materials and value issues.

6. Evaluation and anthropology curriculum materials.

7. Accuracy and representativeness of anthropology material.

8. Curriculum analysis and its implications for the public schools.

This abstract is approved as to form and content. I recommend its publication.

Signed _____
Faculty member in charge of dissertation

ACKNOWLEDGMENTS

This dissertation could not have been completed without the advice and assistance of many persons who gave of their time and talent. A special debt of gratitude goes to Dr. Bob L. Taylor who served as chairman of the faculty committee.

Dr. Jack Cousins provided valuable guidance to this writer as he read and commented on preliminary drafts of this study. Dr. John Haas advised this writer in the writing of the prospectus of the paper and its design. Dr. Gordon Hewes advised this writer on some anthropological matters. Dr. Alice Brues and Dr. Myrle Hemenway read the final draft of the dissertation.

A special thanks goes to W. William Stevens, Merle Knight, and Thomas Roberts of the Social Science Education Consortium and the personnel of SSEC and ERIC/ChESS who rendered services too numerous to list. A large debt is owed to the members of the anthropology department who participated in this study.

My wife helped type the preliminary drafts of the dissertation. The final draft of the dissertation was typed by Mrs. Jane Bottoms.

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CHAPTER I

THE STUDY, ITS NATURE, SCOPE AND SIGNIFICANCE

INTRODUCTION

Anthropology has not been a part of the social studies curriculum in most school districts; until relatively recent times the subject was not even under consideration as a course in the social studies. Recently, some school districts have developed anthropological course and unit materials, and curriculum projects have emerged with materials for the teaching of anthropology in the public schools. The problem of this study was the examination of materials for the teaching of anthropology in the public schools in light of their characteristics--subject content, rationale and objectives, content, theory and strategies, antecedent conditions, evaluation, background of materials development--and the determination of the accuracy and representativeness of these anthropology materials.

Three hypothetical questions were considered as part of this study.

1. Do anthropology project materials have a potential as a unifying force within the social studies?

2. Are anthropological content and methodology adaptable to learning levels within the public schools?

3. Do the projects' materials have characteristics in common which determine how anthropology would be taught in the public schools when and if it was accepted as part of the curriculum?

The production of anthropological materials is coming from many sources: universities, specially funded projects associated with professional organizations such as the American Anthropological Association, curriculum experts, and school districts--often through the efforts of individual teachers or curriculum supervisors.

The production of separate and independent project materials raised questions and issues dealing with the characteristics of the materials and how they contribute to social studies education objectives. In order for educators and school districts to accept these materials, they need to know if the materials

are anthropologically accurate and representative of that discipline. They need to know if the materials are adaptable for the age level to which they are assigned. Each project and set of materials has its own particular characteristics. Educators want to know, for instance: What type of activities are prescribed, if any? What special roles or relationships between students and teachers are assumed by the materials? How do projects structure their activities and course materials and how can they be adapted within existing course structures? What, if any, are the common elements found within the course materials?

Several questions and issues are related to the general problem. These were categorized according to: projects, concerns of anthropologists, and items dealing with analysis.

1. Projects

- a. What curriculum projects in anthropology had prepared materials for use on a national level?

- b. What qualifications or special training did teachers involved in teaching project materials need as stated by project criteria?

- c. What social values underlaid the materials and content of anthropology projects as

claimed by project literature?

d. What intellectual, scholastic or academic values were claimed by project materials?

e. What did the producers of curriculum projects and units claim as learning, philosophical or theoretical models in the writing of their materials?

2. Concerns of Anthropologists

a. What type of emphases were included in materials in anthropology units and courses offered in the public schools (e.g., cultural, physical, others)?

b. How did public school materials in anthropology reflect divisions within the discipline of anthropology at the professional level?

c. Were project materials accurate and representative of anthropological content and methodology?

3. Items Dealing with Analysis

a. How were project materials similar to and dissimilar from each other as determined by categories set up by the revised Curriculum Materials Analysis System?

b. How useful was the Curriculum Materials Analysis System as a comparative analysis system?

LIMITATIONS OF THE STUDY

This study was limited to curriculum projects which used chiefly anthropological knowledge and/or methodology as the basis for instructional materials. Projects met the following criteria:

1. The material contained discrete units in anthropology intended for a specific grade level. (Projects that had anthropological elements but not discrete units were listed and briefly described in Appendix E.)

2. Projects designed as area studies or as historical studies were not included.

3. Project materials were available through the producer and/or publisher.

The analysis of the materials under examination was limited to the Revised Long Form of the Curriculum Materials Analysis System (CMAS).

Materials for analysis were listed and described within the design of the study. All the projects met the criteria of being anthropological and

having sufficient scope to be used in the study.

The anthropologists who examined the materials for their accuracy and representativeness were from the Department of Anthropology at the University of Colorado.

DEFINITION OF TERMS

For the purposes of this study, the following definitions were used:

Curriculum Projects

A number of writers have written basic working definitions of curriculum projects. However, many of these definitions are vague and incomplete. In order to clarify this term and related terms, a number of sources were cited.

1. Writers use of the term curriculum projects.

Michaelis, in the introduction to his list of curriculum projects, used the term funding by agencies of the federal government as of key importance. This article appeared in the October 1967 issue of Social Education.¹ Again Becker's article stated that:

¹John U. Michaelis, "Supplemental List of Social Studies Projects and Related Studies," Social Education, Vol. 31, p. 511, October, 1967.

Despite the diversity of their educational aims and methods, however, virtually all the curriculum projects share one common trait: a commitment to a new view of the social studies in which students are encouraged to acquire skills and insights as well as information. Rote learning and expository teaching have been de-emphasized, if not excluded by the new social studies projects.²

Sanders and Tanck stated that:

These projects command an abundance and quality of resources not formerly available for curriculum development. Most were funded by the federal government or by private institutions. Many employed the services of specialists in subject matter, education, curriculum design, and evaluation. The great majority of these projects recommend a so-called 'new social studies' which seeks in various ways to remove the previously stated deterrents. The expository textbook is rare in the flood of instructional materials for kindergarten through senior high coming from the projects.³

2. Definitions of "new social studies" and "expository instruction" as they apply to curriculum projects. Krug and others listed the following characteristics of the "new social studies" in their preface.

a. Innovation and searching inquiry into the social studies curriculum, including objectives, philosophy and rationale.

²James Becker, "Social Studies," May 19, 1971 (paper written for future publication in AASA, Curriculum Handbook), p. 3.

³Norris M. Sanders and Marlin L. Tanck, "A Critical Appraisal of Twenty-Six National Social Studies Projects," Social Education, 34:383, April, 1970.

b. An intelligent search for new methods of instruction.

c. A systematic and imaginative effort to find new approaches to and new ways of teaching history, geography, sociology, anthropology, economics, and political science on the elementary and high school level. The most exciting element in this endeavor is the joint cooperation and active collaboration of academicians and social studies educators and teachers.

d. The publication of social studies projects of new teaching materials and the careful testing of the same in a variety of schools.

e. An important effort to broaden the traditional history course by an infusion of social science concepts and modes of inquiry.⁴

Ausuble defined "expository instruction" in the following way:

In reception learning, the entire content of what is to be learned is presented to the learner in final form. The learning task does not involve any independent discovery on his part. He is only required to internalize the material that is presented to him so that it is available and reproducible at some future date.

He goes on to compare this with discovery learning.

The essential feature of discovery learning, on the other hand, is that the principle content of what is to be learned is not given but must be

⁴Mark M. Krug, John B. Poster, and William B. Gillies, The New Social Studies: Analysis of Theory and Materials (Itasca, Illinois: F. E. Peacock Publishers, Inc., 1970), preface p. 5.

independently discovered by the learner before he can internalize it.⁵

3. The analysis tool for curriculum projects.

The Curriculum Materials Analysis System, Long Form was developed by the Social Science Education Consortium to aid in the analysis of the curriculum projects coming out in the social studies. In a newsletter they stated:

New social studies materials are becoming available in increasing quantities, as a result of substantial new support available from government and private sources in the last five years. The task of those who must select and adopt materials is becoming more difficult not only because of the increasing number of materials from which they must select but also because of the greater complexity and sophistication of many of the new materials.

Three years ago the SSEC staff set out to construct a system for describing the output of the social science curriculum projects.⁶

4. Working definition of the study. According to Knight, social studies curriculum projects contain the following elements:

a. Funding--projects are funded by the U. S. Office of Education, the National Science Foundation, or private non-profit institutions.

⁵David P. Ausubel, The Psychology of Meaningful Verbal Learning (New York: Grune and Stratton, 1963), p. 16.

⁶W. Williams Stevens, Jr., and William Fetsko, "A Curriculum Analysis System," SSEC Newsletter, 4:1, February, 1968.

This type of funding has led to the production of materials through the cooperative effort of disciplinarians, educators, psychologists, and teachers which has resulted in the actual evaluation of materials in the schools.

b. Duration--The materials were mainly produced during the 1960's and early 1970's.

c. Content which emphasizes--

1. Discipline--anthropology, economics, political science, psychology, history, and geography.

2. Methodology--the process of the disciplines.

d. Materials based on underlying principles which have led to an array of strategies to teach the discipline.

1. philosophy behind the materials--rationale

2. learning theory

3. instructional theory

e. Strategies

1. Materials containing multi-components
a. A-V materials (slides, films, transparencies)

b. Case studies

c. Readings

d. Role playing

e. Games and simulations

2. The use of multi-components to get students to a high point of cognition.

a. Conceptualization

b. Generalization

c. Hypothesizing

d. Evaluation

e. Analysis

Knight also identified the following as characteristics of the traditional or expository textbook.

a. The author or authors usually do all of the writing.

b. These texts are usually not field tested.

c. The author(s) often fail(s) to explicitly state the rationale or underlying principles upon which the text is based.

For the purpose of this study, project materials as defined above will be used exclusively.⁷

Anthropology

Anthropology, while taking on very broad definitions, has been narrowed and limited by those who are specialists in this field. Linton stated that:

Anthropology is commonly defined as the study of man and his works. This definition would include certain of the natural and all of the social sciences, but, by a sort of tacit agreement, anthropologists have taken as their primary fields the study of human origins, the classification of human varieties, and investigation of the life of the so-called "primitive" peoples. The study of human origins and varieties has little bearing on our current problems. It might have if human varieties differed markedly in intelligence or ability, but all the evidence which we now have seems to indicate that they do not. The study of "primitive" peoples, on the other hand, may hold the key to the understanding of many of our problems.⁸

⁷Definition of social studies curriculum projects worked out with the aid of Merle M. Knight, staff member of the SSEC, Boulder, Colorado, September 21, 1971.

⁸Ralph Linton, The Study of Man (New York: D. Appleton-Century Company, 1936), p. 4.

Kroeber also acknowledged the broad scope of most definitions and the necessity of narrowing the emphasis of this field.

Anthropology is the science of man. This broad and literal definition takes on more meaning when it is expanded to "the science of man and his works." Even then it may seem heterogeneous and too inclusive Ordinary political history, economics, literary criticism, and the history of art all deal with the works and doings of man; biology and medicine study his body. It is evident that these various branches of learning cannot be relegated to the position of mere subdivisions of anthropology and this be exalted to the rank of a sort of holding corporation for them Anthropology (has) modestly turned its attention to nations without records, to histories without notable events, to institutions strange in flavor and inventions hanging in their infancy, to languages that have never been written.⁹

Kluckhohn stated:

The preoccupation with insignificant nonliterate peoples that is an outstanding feature of anthropological work is the key to its significant work today. Anthropology grew out of experience with primitives and the tools of the trade are unusual because they were forged in this peculiar workshop.¹⁰

Realizing that anthropology is a broad and all encompassing field, it then became necessary to develop

⁹A. L. Kroeber, Anthropology (New York: Harcourt Brace and Company, 1923), pp. 1-2.

¹⁰Clyde Kluckhohn, Mirror for Man: The Relationship of Anthropology to Modern Life (New York: McGraw-Hill, 1949).

a working definition of this field in order to have a structure that will aid in the classification of materials designated as anthropology in this study. Anthropology was operationally defined for the purpose of this study according to four fields; cultural anthropology, physical anthropology, archaeology, and linguistics.

1. Cultural anthropology deals with cultural and social systems of primitive and often nonliterate peoples.

2. Physical anthropology is the study of human biology as it relates to racial differences, the development and change in human form, and the relationship between the ecology and biological form.

3. Archaeology is the reconstruction of past cultures, prehistoric forms of human and animal life, and the location and reconstruction of cultures and societies.

4. Linguistics is the study of interrelationships, classification, structures, and development of human language.

Curriculum Materials Analysis System (CMAS)

This is an analysis system developed by Morrissett and Stevens. This system was devised in 1967 and revised in long form in 1971. It was published by the Social Science Education Consortium, Boulder, Colorado. According to the authors of this system, its purpose is "to facilitate selection, classroom implementation, and modification of new social studies materials as well as to aid teacher training related to the new materials."¹¹

Curriculum Materials Analysis (CMA, plural CMA's)

This term was used to define an analysis done by an individual or a group on a single curriculum project or package of materials using the Curriculum Materials Analysis System.

BASIC ASSUMPTIONS

Three basic assumptions were necessary before the study could begin. These points represented broad topics of concern which needed to be accepted in order

¹¹Irving Morrissett and others, Curriculum Materials Analysis System: Long Form (Boulder, Colorado: SSEC Publication #143, Revised May 1971), p. 2.

to use the techniques that the design of the study was based upon.

1. The Curriculum Materials Analysis System was an adequate, thorough, and reliable system for analyzing curriculum materials.

2. Anthropologists employed by the department of anthropology at the University of Colorado were qualified as experts capable of judging the accuracy and representativeness of the materials in the anthropology curriculum projects.

3. The Curriculum Materials Analysis System combined with the anthropologists' examinations of the project materials was an adequate procedure of analysis which provided answers to general and specific questions raised in this study.

SIGNIFICANCE OF THE STUDY

According to Bohannon, anthropology is already in the schools.¹² Anthropology has, until recently, played an unrecognized supportive role to the social

¹²Paul Bohannon, Anthropology (Boulder, Colorado: Publication #106, Social Science Education Consortium, Inc., March, 1966).

studies. The "new social studies" movement has opened the public school curriculum to project materials in anthropology which in turn may stimulate individual efforts on the part of school districts to develop their own materials for the teaching of anthropology. These materials need to be analyzed so that district supervisors, curriculum specialists, and teachers can make more informed decisions when considering implementation of anthropology materials offered by various sources of materials. Besides being an analysis, this study may also become a guide to the types of anthropology material available as well as a listing of producers and publishers who offer materials in anthropology.

The Curriculum Materials Analysis System broke down anthropology materials into categories which allowed materials to be compared by their characteristics. By categorizing the material characteristics, educators are able to know:

1. whether the materials are adaptable to the grade level for which they are prescribed,
2. what type of printed (and other media) materials are offered by the producers,

3. the type of cognitive and affective objectives contained within the content of the materials,
4. what learning theory underlies the content materials and how the learning strategy is carried out,
5. if there are any assumptions regarding relationships between teachers and students,
6. what teacher background and knowledge is assumed by the producers,
7. how the materials were evaluated by the producer and what the results indicated,
8. under what circumstances the materials were prepared and what organizations or agencies supported the producer.

Those who are considering the adaptation or implementation of anthropology need to know how accurate and representative these materials are. This study provides opinions of professional anthropologists who are qualified to make these judgments.

REVIEW OF THE RESEARCH

An examination of related research failed to turn up any extensive studies on the analysis of multi-curriculum projects in anthropology. No studies

were found in which anthropologists examined public school materials in anthropology. Comprehensive studies on anthropology in the public schools apparently do not exist. The Curriculum Materials Analysis System (Short Form) had been used extensively in the past, however, prior to this investigation the long form had been used only by Social Science Education Consortium personnel. Because of these factors, a meaningful review of research was not possible. Instead, a thorough review of the literature proved more meaningful. Chapter III, the Review of the Literature, contains a number of topics which include the place of anthropology in the "new social studies," a brief history of the teaching of anthropology, and arguments for and against the teaching of anthropology in the public schools.

This chapter presented a rationale of why the study was necessary. It included some basic hypothetical questions that needed to be answered. There were also a number of general questions that related to the problem. There were several limitations and definitions that set the scope of the study within acceptable limits so that only specific types of materials were included. The definitions were especially crucial to this study so operational

definitions were adopted. The basic assumptions of the study were necessary as part of the preliminary work. Finally, the basic need for the study was stated. Once these fundamental considerations were satisfied the design of the study could be implemented.

CHAPTER II

DESIGN OF THE STUDY

The design of the study contains procedures for identifying anthropology projects and units. It also establishes the methods and procedures for analyzing the materials according to their distinct characteristics. This allows for comparative examination. The design provides means by which the accuracy and representativeness of the content can be determined. Finally, the design establishes the procedure for reporting the data as well as describing the organization of the study.

SELECTING MATERIALS TO BE ANALYZED

Anthropology curriculum projects have been listed and briefly described by the Educational Resources Information Center Clearinghouse for Social Studies Social Science Education (ERIC/ChESS). There were also three indexes that catalogued and briefly described many of the projects. They included: "A Directory of Research and Curriculum Development

Projects in Social Studies Education"; "Directory of Research in Social Studies/Social Sciences"; and, "Social Studies Educational Projects: an ASCD index." Most of the materials from the major curriculum projects were available from the Social Science Education Consortium which provided a curriculum library containing most of the social science projects. In this study, the anthropology projects identified for analysis (1) concentrated entirely on anthropological content and methodology, or (2) had units or subtopics that concentrated entirely on anthropological content and methodology. In two of the projects (Anthropology Curriculum Study Project and Anthropology Curriculum Project), everything was based on anthropology. In two others, anthropology ranked equally with other disciplines (Education Development Center's Man: A Course of Study and Materials and Activities for Teachers and Children--"A House of Ancient Greece.") Other projects contain units based on anthropology.

Anthropology Curriculum Study Project (ACSP)

Originally, this project was directed by Malcolm Collier at the University of Chicago. It then moved to

the University of California at Berkeley under the directorship of T. William Parsons. The material was prepared for the junior-senior high level and was designed to be taught as an anthropology, world history, or world culture course. The materials were published by the Macmillan Company and became available in the fall of 1971 in the form of a one semester course called Patterns in Human History. The materials analyzed in this study included the four units of this course-- "Studying Societies," "Origins of Humanness," "The Emergence of Complex Societies," and "Modernization and Traditional Societies."

Materials and Activities for Teachers and Children

(MATCH)

The Children's Museum in Boston had a project under the direction of Frederick Kresse. Thus far three units of this project have been produced for use by elementary children. The approach was unique in that it stressed the use of non-verbal skills and for that reason it was quite different from other projects. The second unit of this project was analyzed in this study. It was titled "A House of Ancient Greece."

University of Minnesota Project Social Studies
Curriculum Center (PSS)

This K-12 project, commonly referred to in the literature as Project Social Studies, was under the direction of Edith West and was located at the University of Minnesota. The units analyzed in this study--"Hopi Indian Family" and "Ashanti Family of Ghana"--drew heavily from the field of anthropology by using a basic cultural approach. All PSS materials stressed the inquiry approach to learning as students were involved in class discussion which aimed at developing skills in hypothesis formation and hypothesis testing.

Anthropology Curriculum Project (ACP)

This project was under the direction of Wilfred Bailey and Marion J. Rice and was located at the University of Georgia. The project developed a sequential approach to the teaching of anthropology from K-7. An unusual element in this project was the system of reinforcing concepts through successive cycles of repeating the materials in different grades or presenting the same material but in a little more complex way. The analysis included the following courses: The Concept of Culture; The Development of Man and His

Culture: New World Prehistory; The Development of Man and His Culture: Old World Prehistory; Race, Caste and Prejudice; Life Cycle; Culture Change; and Language.

Education Development Center (EDC)

This project, located in Cambridge, Mass., was directed by Peter Dow. The project was based on a sequential approach to social studies in elementary and secondary schools which would show man's unique and common characteristics by using an interdisciplinary approach. The course, Man: A Course of Study (MACOS), was analyzed in this study because of its emphasis on anthropological concepts.

High School Geography Project (HSGP)

This project was sponsored by the American Association of Geographers and was located at the University of Colorado. Unit three ("The Geography of Culture Change") of the course Geography in an Urban Age, was analyzed in this study. The material in this unit contained anthropology concepts dealing mainly with culture.

Thus after a careful search of project materials, six projects offered courses or units that conformed to

the criteria established in Chapter I. The following projects were included: Anthropology Curriculum Project (ACP); Education Development Center (EDC); Materials and Activities for Teachers and Children (MATCH) -- "A House of Ancient Greece"; The University of Minnesota Project Social Studies (PSS) -- "Hopi Indian Family" and "Ashanti Family of Ghana" (other kits not available at this time); Anthropology Curriculum Study Project (ACSP); and, High School Geography Project (HSGP) -- "The Geography of Culture Change."

THE ANALYSIS SYSTEMS

In order to make a comprehensive study of the materials, an analysis system either had to be devised or selected so that the projects could be broken down into various categories for comparison. The procedure for developing an analysis system was discarded in favor of using a newly completed analysis system produced by the Social Science Education Consortium. This system, based upon earlier modified models, was called the Curriculum Materials Analysis System--Long Form. This system seemed to meet all of the requirements of the study and was worthy of using in an extensive study.

Justification for the Use of the Curriculum Materials
Analysis System

The curriculum projects and units of projects were analyzed with the use of the revised Long Form Curriculum Materials Analysis System published by the Social Science Education Consortium. This system, referred to as the CMAS, was not the only analysis system designed for curriculum materials, but it was considered a very thorough instrument for analyzing new course materials by those who have used earlier models upon which the Long Form was based. In describing the CMAS in its revised form the editors stated:

Since 1967, the CMAS has aroused considerable interest among educators all over the country. Many thousands of copies, in one form or another, have found their way into the hands of curriculum committee (sic), college classrooms, and other groups and individuals studying curriculum materials and making curriculum decisions. The CMAS has also been used at numerous meetings and in workshop conferences all across the nation and in several foreign countries. As a result, in the past four years curriculum analysts, curriculum innovators, college professors, workshop participants, and users of the CMA's have offered criticisms about the CMAS and have suggested that a major revision of the CMAS be done as soon as possible to make it more useful for its intended consumers.¹

The result of this revision was the CMAS Long Form.

¹Ibid., pp. 2-3.

Outline of the CMAS

The primary tool of analysis was the revised Long Form CMAS developed by the Social Science Education Consortium. This tool is completely outlined below and a blank copy of the CMAS (Long Form) is included in Appendix A.

CURRICULUM MATERIALS ANALYSIS SYSTEM

Outline

Long Form

1.0 Product Characteristics

- 1.1 Subject Content
- 1.2 Intended Uses
 - 1.21 Grade Level(s)
 - 1.22 Student Characteristics
 - 1.23 Characteristics of Teacher, School, and Community
 - 1.24 Required Time
 - 1.25 Sequence and Independence of Parts
- 1.3 Printed Materials and Other Media
 - 1.31 Printed Student Materials
 - 1.32 Printed Teacher Materials
 - 1.33 Other Media
 - 1.34 Tests
 - 1.35 Costs
- 1.4 Dominant Instructional Characteristics
 - 1.41 Roles of Teacher and Students
- 1.5 Performance Data Availability
 - 1.51 Curriculum Project Report(s)
 - 1.52 Producer's or Publisher's Report(s)
 - 1.53 School System Report(s)
 - 1.54 Research Report(s)
- 1.6 References
 - 1.61 Further References

2.0 Rationale and Objectives

- 2.1 The Individual and Society
 - 2.11 Nature of the Individual
 - 2.111 Innate Morality
 - 2.112 Learning Capabilities
 - 2.113 Creativity
 - 2.114 Aspirations
 - 2.115 Individual Differences
 - 2.12 Goals for the Individual
 - 2.13 Nature of Society
 - 2.131 Innate Morality
 - 2.132 Flexibility
 - 2.133 Range of Choice of Types of Society
 - 2.14 Goals with Respect to Society
 - 2.141 Continuity and Stability
 - 2.142 Criticism and Improvement
 - 2.143 Utopian Potential
 - 2.15 Relationship of the Individual to Society
 - 2.151 Conflict Between Society and the Individual
 - 2.152 Society as Aid to Individual
 - 2.153 Individual as Aid to Society
 - 2.154 Influence of Society on the Individual
 - 2.155 Influence of the Individual on Society
- 2.2 Knowledge and Values
 - 2.21 Nature of Knowledge
 - 2.22 Nature of Values
- 2.3 Existence and Use of a Rationale
 - 2.31 Nature of the Individual and of Society
 - 2.32 Nature of Knowledge and Values
 - 2.33 Goals for the Individual and Society
- 2.4 Cognitive Objectives
 - 2.41 Taxonomy of Cognitive Objectives
 - 2.411 Memory
 - 2.412 Comprehension
 - 2.413 Application
 - 2.414 Synthesis
 - 2.415 Evaluation
 - 2.42 General and Specific Objectives
 - 2.43 Performance Objectives

- 2.44 Skill Development
- 2.45 Consistency with Rationale
- 2.5 Affective Objectives
 - 2.51 Taxonomy of Affective Objectives
 - 2.52 Value Postures
 - 2.53 General and Specific Objectives
 - 2.54 Performance Objectives
 - 2.55 Consistency with Rationale
- 2.6 Psychomotor Objectives
 - 2.61 Details of Psychomotor Objectives

3.0 Content

- 3.1 Cognitive Content
 - 3.11 Author's View of Subject
 - 3.111 Facts
 - 3.112 Concepts
 - 3.113 Generalizations
 - 3.114 Theory
 - 3.115 Major Processes
 - 3.12 Cognitive Content of Curriculum Materials
 - 3.121 Facts
 - 3.122 Major Concepts
 - 3.123 Generalizations
 - 3.124 Theory
 - 3.125 Major Constructs
 - 3.126 Major Processes
- 3.2 Affective Content
 - 3.21 Author's View of Affective Content
 - 3.22 Affective Content in the Curriculum Materials
 - 3.221 Approach
 - 3.222 Performance Levels

4.0 Theory and Strategies

- 4.1 Learning Theory
 - 4.11 Specifist Theory
 - 4.111 Stimuli-Response Patterns
 - 4.112 Reinforcement
 - 4.113 Shaping
 - 4.12 Field Theory
 - 4.121 Perception
 - 4.122 Insight

- 4.123 Level of Aspiration
 - 4.124 Social Learning
 - 4.125 Individual Differences
- 4.13 Personality Theory
 - 4.131 Needs
 - 4.132 Motivation
 - 4.133 Self-fulfillment
- 4.2 Instructional Theory
 - 4.21 Creation of Predisposition Toward Learning
 - 4.211 Previous and Present Levels of Experience and Learning
 - 4.212 Interest
 - 4.213 Goals
 - 4.214 Grouping
 - 4.215 Attitudes
 - 4.22 Structure and Form of Knowledge
 - 4.221 Mode of Representation
 - 4.222 Economy
 - 4.223 Power
 - 4.224 Learning Set
 - 4.225 Values
 - 4.23 Form and Pacing of Reinforcement
 - 4.231 Feedback: Form, Source, Timing, and Frequency
 - 4.232 Active Participation and Novelty
 - 4.233 Punishment
 - 4.234 Student Feedback
 - 4.24 Retention and Transfer
 - 4.241 Practice, Drill, Review
 - 4.242 Setting
 - 4.25 Development
 - 4.251 Assimilation and Accommodation
 - 4.252 Phases of Cognitive Development
- 4.3 Teaching Modes
 - 4.311 Teacher-To-Student Action
 - 4.312 Resource-To-Student Action
 - 4.313 Teacher-Student Interaction
 - 4.314 Student-Student Interaction
 - 4.315 Resource-Student Interaction
 - 4.316 Teacher-Student-Resource Interaction
- 4.4 Strategy Pattern
 - 4.41 Selection

- 4.42 Sequence
- 4.43 Variety and Flexibility
- 4.5 Effectiveness
 - 4.51 Use of Student's Time
 - 4.52 Student Outcomes
 - 4.53 Use of Teacher's Time
 - 4.54 Cost and Use of Resources

5.0 Antecedent Conditions

- 5.1 Physical Characteristics
 - 5.11 Physical Aspects
 - 5.12 Intellectual Aspects
 - 5.121 Age
 - 5.122 Cognitive Skills
 - 5.123 Cognitive Style for Structuring Information
 - 5.13 Affective Aspects
 - 5.14 Social Aspects
 - 5.141 Socio-Economic Level
 - 5.142 Group Skills
 - 5.15 Behavioral Characteristics
 - 5.16 Motivational Aspects
- 5.2 Teacher Characteristics
 - 5.21 Knowledge Requirements, Including Formal Education
 - 5.211 Content
 - 5.212 Subsequent Training
 - 5.22 Experience
 - 5.23 Cultural Background
 - 5.24 Socio-Economic Background
 - 5.25 Personality
 - 5.251 Attitude
- 5.3 School
 - 5.31 Organization
 - 5.32 Physical Conditions
 - 5.321 Space
 - 5.322 Equipment
 - 5.33 Library
 - 5.34 Administrative Support and Assistance
- 5.4 Community Characteristics
 - 5.41 Geographic Characteristics
 - 5.42 Dominant Occupational and Industrial Characteristics
 - 5.421 Occupational
 - 5.422 Industrial

- 5.43 Residents: Static or Mobile
- 5.44 Conservative or Liberal
- 5.45 Social or Cultural
- 5.46 Support
- 5.5 Relationship to Other Aspects of Curriculum
 - 5.51 Vertical
 - 5.52 Horizontal

6.0 Evaluation

- 6.1 Sources of Evaluative Data
- 6.2 Effects Predicted or Reported
 - 6.21 Success with Students
 - 6.211 Cognitive Outcomes
 - 6.212 Affective Outcomes
 - 6.213 Psychomotor Outcomes
 - 6.214 Social Outcomes
 - 6.22 Impact on Teachers
 - 6.221 Ease of Use
 - 6.222 Teacher Training
 - 6.23 Impact on Sponsoring Institution
 - 6.24 Impact on School(s) or School System
 - 6.25 Impact on the Community
- 6.3 Comparisons
 - 6.31 Comparison with Author's Intentions
 - 6.311 Consistency
 - 6.312 Appropriateness
 - 6.32 With Other Curriculum Materials
 - 6.33 With Standards of the Analyst
- 6.4 Recommended Uses
 - 6.41 Specific Uses
 - 6.42 Boundary Conditions

7.0 Background of Materials Development

- 7.1 Institution and/or Person(s) Responsible for Materials
 - 7.11 Project Director(s)
 - 7.12 Other Project Personnel
 - 7.13 Origin of Project
 - 7.14 Additional Information
- 7.2 Duration and Funding of Project
 - 7.21 Other Sources of Funding
 - 7.22 Length of Funding
 - 7.23 Amount of Funding

- 7.3 Dissemination
 - 7.31 Teacher Training
 - 7.32 Printed Information
- 7.4 Associated Programs
- 8.0 Background of the Analysis
 - 8.1 Characteristics of the Analyst(s)
 - 8.11 Identification
 - 8.12 Formal Education
 - 8.13 Professional Experience
 - 8.14 Editing
 - 8.2 Circumstances of this Analysis
 - 8.21 Location
 - 8.22 Time
 - 8.23 Instruction
 - 8.3 Selection of Materials
 - 8.4 References
 - 8.41 Detailed References
 - 8.5 Detailed Attitudes and Opinions²

Procedure for Determining the Accuracy and Representa-
tiveness of the Materials

These project materials were examined by professional anthropologists representing the four basic areas of anthropology: cultural anthropology, physical anthropology, archaeology, and linguistics. These anthropologists were concerned with analyzing the materials to determine the accuracy and representativeness of the anthropological content of the projects.

The following procedure was used:

1. The project materials were broken down by

²Ibid., pp. 1-5 (outline pages).

categories (cultural, physical, archaeological, and linguistic) as far as was possible, recognizing that there was some overlapping and no rigid classes of materials.

2. A survey sheet was sent to each anthropologist who was identified as a possible participant in the study. This included all of the anthropologists at the University of Colorado. Each person was asked to:

- a. give information on his specialties and interests,
- b. relate his teaching experience in public schools and higher education,
- c. describe his experience, if any, with project materials,
- d. indicate his willingness to help with the analysis of the data for its accuracy and representativeness,
- e. arrange an initial appointment in order to make arrangements for examination of the materials.

4. Arrangements were made to reserve a room so that all the materials analyzed could be set up for efficient and economical use of the anthropologists' time.

5. A questionnaire was constructed that allowed each anthropologist to rate the materials according to his best judgment. The questionnaire also called for summary comments to be written upon completion of the examination of the material.

6. The results of their examinations are reported in Chapter V of this study.

Questionnaire Used by the Anthropologists

The questionnaire form used by the anthropologists has been included in Appendix C. One of these forms was filled out for each of the projects by each anthropologist who examined it. The anthropologist rated the material according to its accuracy and representativeness. Space was also provided for summary comments.

ORGANIZATION AND REPORTING PROCEDURES OF THE STUDY

This study was organized into seven chapters. Chapters I through III contain background information, criteria that were used in the study, and a review of subjects pertinent to the study. Chapter I establishes the need for the study; its significance, and the criteria which limited the study. Chapter II contains

the design of the study. Procedures were established to select materials for the study. An analysis system was introduced as the instrument which was used to uncover the major characteristics of each set of materials. Procedural techniques used by the professional anthropologists were established including a questionnaire used in reporting their findings. Chapter III reviews all types of literature concerned with teaching anthropology in the public schools. This review includes books and articles on the teaching of anthropology, the place of anthropology in the "new social studies," arguments for and against the teaching of anthropology in the public schools along with other topics of interest.

Chapters IV and V contain the findings of the analysis system and the results of the work of the anthropologists upon completion of their examination of the materials. Chapter IV compares the six anthropology projects, courses, or units according to categories of the CMAS. Although the CMAS organizes its questions in an ordered number system to the four digit level, Chapter IV does not report or compare questions below the three digit level. However, the four digit

questions and answers are reported in Appendix B using the same comparative table form included in Chapter IV. Section 8.0 of the CMAS was eliminated because it was not pertinent to this study. Some of the information called for in section 8.0 is included in various parts of this report. The CMAS did not call for a summary of the conclusions of each section, but for the purpose of this study each section was summarized in a narrative form. Thus, each one-digit subdivision of the CMA has a summary section at the end of that subdivision which describes discriminatory subparts that were referred to in Chapter IV.

Chapter V presents the results of the examination of the anthropologists. Anthropologists rated each project or unit of a project according to the content of the material. This chapter describes how each project was rated by all of the anthropologists separately.

Chapter VI contains a critique of the CMAS which attempts to indicate some strengths and weaknesses of the analysis system. The second part of this chapter includes an analysis of the findings as they relate to the hypothetical and general questions of the study.

Chapter VII includes three parts. The first part reviews the problem, the design, the questions, and the procedure of the study. The second part contains the conclusions. The third part includes some recommendations based upon the findings and conclusions.

CHAPTER III

REVIEW OF THE LITERATURE

The Review of the Literature is divided into three parts: "Social Sciences and Social Studies in the 'New Social Studies' Movement," "Anthropology in the 'New Social Studies' Movement," and "Teaching Anthropology in the Schools." Each of the three parts contains sub-parts which explore special areas of interest to the subject under consideration. Articles were arranged in subject groups and each article was briefly described in terms of its relevance to the topic.

This review describes briefly the changing emphasis within social studies and its relationship to the social sciences. With this background in mind, a brief historical description of anthropology and its place within the social studies curriculum and, the teaching of anthropology in the public schools is given.

SOCIAL SCIENCE AND SOCIAL STUDIES IN THE
"NEW SOCIAL STUDIES" MOVEMENT

The Encyclopedia of Educational Research traced the history of social studies education through five chronological periods from 1893 to 1967.¹ The first period began before 1893 and ended in that year. The distinct feature of this period was the emergence of history as the dominant element in the social studies curriculum, with some emphasis placed on geography and civil government. The next period was from 1893 to 1916. The main feature of this period was the maturation of history under the direction of an important national committee (Committee of Social Studies) with some consideration being given to civil government, physical geography, economics, and sociology. The third period stretched from 1916 to 1936, when it was claimed that "genuine social studies" came into being. For the first time, history was challenged by separate disciplines within the social sciences. This period was marked by

¹Robert L. Ebel (ed.), The Encyclopedia of Educational Research (London: The Macmillan Company, 1969), p. 1231.

scientific approaches to the subject matter, consideration of individual differences, and stresses being placed on educational psychology along with a new experimental social studies.

In the contemporary period, social studies was marked by reaction, reorganization, chaos, and uncertainty. This period, which spanned the years from 1936 to 1955, witnessed a reaction to economic and political upheavals which manifested itself in the forms of attacks on the national committee leadership and social studies programs which were not considered performing adequately or meeting current needs. The critics called for locally determined curricula aimed at citizenship education and individual adjustment. The fifth and final period spanned the years from 1955 to the present. This latest period witnessed a return to earlier goals of the third period but with a greater emphasis on the structure of the social sciences.

In his 1970 presidential address to the National Council for the Social Studies, Shirley Engle pointed out that the term "social studies" was first officially used in the name of the Committee of Social Studies which was part of a Commission on the Reorganization

of Secondary Education which was appointed by the National Education Association in 1913.² The use of this term caused some discussion of the meaning of social studies as compared with social science. The committee stated that the purpose of social studies was to promote good citizenship. "The committee defined the Social Studies as all subject matter relating directly to the organization and development of human society and to man as a member of social groups."³ The committee called on the social scientists to stop contending for dominance of the curriculum and to work for better uses of subject matter in secondary education.

After describing the origin and use of the terms "social studies" and "social sciences," Engle went on to clarify their meanings. According to him, social studies is an applied field

which attempts to fuse scientific knowledge with ethical, philosophical, religious, and social considerations which arise in the process of decision-making as practiced by the citizens.⁴

²Shirley H. Engle, "Exploring the Meaning of the Social Studies," Social Education, 35:280-288 and 344, March, 1971.

³Ibid., p. 280.

⁴Ibid., p. 282.

The "new social studies" has avoided or ignored the issues of ethical components involved in citizenship education, and there has been considerable confusion, doubt, and debate over whether the social studies should explain society from objective studies or whether the primary role of the social studies is the transmission of the values of citizenship.

While the social studies may delve into the area of advocating public policy, the social sciences would avoid such an approach by spending their energies on discovering knowledge to explore human behavior. Thus the aim of the social sciences is the discovery of general laws of human society, and they would more than likely refuse to consider the moral issues of good citizenship. Therefore, the social studies extracts material from the social sciences for much broader use--that of formulating bases for decision making which is a general requirement for citizens living in a democratic society.

By 1967 the social studies had reached the point where scientific and analytical tools of the scientific methods of inquiry were becoming dominant themes of the social studies curricula movements. There was an

unsettled issue that seemed to haunt workers involved in the production of curriculum materials. This was the organization of the social studies as separate disciplines along the lines of history and the social sciences (political science, economics, anthropology, sociology, social psychology, and geography) versus the organization of the social studies with a cross-discipline approach. At this point, it was too early to make a definite statement as to which approach would win out. The resolution of this issue ultimately lies with those who are responsible for the production of social studies materials, and those who adopt them.

Social Studies and the Social Sciences

There seems to be a great deal of confusion as to the relationship between social studies and the social sciences and the precise definition of "social science" and "social studies." A survey of twenty-four books and articles on the use of these terms produced the following conclusions:

1. Most scholars agree that the social sciences were:

- 1.1 Structured bodies of data

- 1.2 Methods of planned research and inquiry

1.3 Dealing with man and his relationship to his social and physical environment.

2. Everyone had an esoteric way of stating the above points.

3. There were at least three views of the term "social studies":

3.1 The social studies are microcosmic social sciences.

3.2 The social studies are selected portions of the social sciences used to study the goal of society.

3.3 The discussion of public issues might utilize social science concepts or for that matter any other concept.⁵

In reviewing some of the articles included in the above study and others, it was found that authors usually took definite stands on the relationship between social studies and social sciences or in definitions of those terms.

Douglas suggested that the confusion in terms arose because the term social studies sometimes referred

⁵Merle M. Knight, "Social Science, Social Studies and Social Education" (unpublished paper) 1970.

to the materials taught while on other occasions it was used to describe a method of teaching.⁶

Scriven used three categories to show relationships within the social sciences. These were categorized in the headings of "interdisciplinary," "multidisciplinary," and "reductionist."⁷

Fraser and West described social studies as the interaction of individuals with others or groups and human relationships with the physical environment; whereas, the social sciences were distinct bodies of scientific knowledge, the product of scientific methodology and inquiry.⁸

Kenworthy believed that the social studies were taken from the social sciences in a way that aided the student in understanding man's relationship with his

⁶Malcolm P. Douglas, Social Studies (New York: J. B. Lippincot Company, 1967), pp. 3-9.

⁷Michael Scriven, "The Structure of the Social Studies," The Structure of Knowledge and the Curriculum (Chicago: Rand McNally, 1964), pp. 87-105.

⁸Dorothy M. Fraser and Edith West, Social Studies in Secondary Schools (New York: The Ronald Press Company, 1961), Chapter 2.

environment while social sciences were separate disciplines studied at the college level in separate courses.⁹

Senesh stated that it was not necessary for the child to identify each separate discipline of the social sciences contained within his social studies material. This was the responsibility of the designer.¹⁰

Shaver concluded, "The social science course is taught, or should be taught, with regard for the strictures of the discipline; social studies courses should be taught with regard for the demands of general education."¹¹ A more complete statement on this subject is found in the summary of this section.

Michaelis and Johnston stressed the difficulties of trying to ground the social studies in the social

⁹Leonard Kenworthy, Guide to Social Studies Teaching (Belmont, California: Wadsworth Publishing Company, 1966), Chapter 1.

¹⁰Lawrence Senesh, "Orchestration of Social Sciences in the Curriculum," Social Science in the Schools: A Search for Rationale (New York: Holt, Rinehart and Winston, Inc., 1971), p. 132.

¹¹James Shaver, "Values and the Social Studies," Concepts and Structure in the New Social Sciences Curricula (West Lafayette, Indiana: Social Science Educational Consortium, Inc., 1966), p. 116.

sciences. . This problem involved the need to generalize the social sciences in the planning of the social studies curriculum.¹²

Perhaps the most important statement on the relationship between social studies and social sciences came from an article by Shaver. Shaver began his article by stating that "It would be difficult to find an area where word usage has introduced more confusion and frustration than in discussion of the social studies curriculum." He went on to state that

the lack of clear meaning for the term social studies had historical roots. Since the early 1900's, it has provided an omnibus label for history and various social sciences in the elementary and secondary school curriculum.

Shaver called for clear and careful attention to the definition of social studies. In the past, social studies has been defined in terms of its relationship with social science.

. . . the social sciences are first defined as the scholarly field of man and his environment. The social studies are then defined as social sciences adapted and simplified for pedagogical purposes. This definition has perhaps done more to stifle creative curriculum work in the social studies than any other factor.

¹²John U. Michaelis and A. Montgomery Johnston (eds.), The Social Sciences: Foundations of the Social Studies (Boston: Allyn and Bacon, Inc., 1965), p. 4.

This type of definition has set up a sequential procedure for producing social studies curriculum material from the social sciences. Shaver called for an independent view of "what the social studies should be about."¹³

"One way to resolve the objective-content paradox would be to adopt a more adequate definition based on the long standing commitments to citizenship education."¹⁴ We need to realize the relationship social studies has to general education and free ourselves from the restrictions put on curriculum by the social scientists and the academicians who dictate the disciplinary limitations of their specialty.¹⁵

No clearer statements can be given to show not only the confusion but the many issues plaguing social studies education than those made by Shaver. Curriculum developers responsible for producing new materials in the social studies must wrestle with the issues involved in separate social science disciplines, but they

¹³James Shaver, "Social Studies: The Need for Re-definition," Social Education, 31:588, November, 1967.

¹⁴Ibid., p. 589.

¹⁵Ibid.

must reconcile issues of interdisciplinary relationships. These are serious problems not only for the producers of materials but for anyone who must grasp the relationship within the subject matter.

The "New Social Studies" Movement

There was no precise definition of the "new social studies" in Edwin Fenton's book The New Social Studies, but it was clear that Fenton was describing this movement in terms of the many curriculum projects which had been turned out by the mid 1960's. The work in this effort began in the early 1960's, and by the middle of that decade there was frantic activity going on in all parts of the nation. These project workers were in the midst of a "reform" movement that was meant to have a revolutionary effect on the traditional social studies program in the public schools.

An excellent summary of this movement was written by James Becker. He described the "new social studies" movement as having its beginnings in the 1960's as a reform movement which by 1970 had lost much of its thunder and initial drive. He attributed the cause for the recent slowdown to

. . . the social crisis engulfing our society and challenging our institutions, including the schools, (which) has altered the entire context within which curriculum change is viewed and evaluated.¹⁶

In tracing the "rise and fall" of this reform movement, Becker stated that ten years ago there was no such thing as a curriculum project for the social studies. Five years later they "were flourishing all over the country."¹⁷ He commented that some of the projects had gone out of existence while others continued to have an impact.

In surveying the great variety of projects, Becker found that a common feature was ". . . a commitment to a new view of the social studies in which students are encouraged to acquire skills and insights as well as information." He then isolated four categories under which each project could be located. They were: "comprehensive projects, projects structured around specific disciplines, area studies, and special purpose projects."

1. Comprehensive Projects. These projects were constructed to give a complete program in social studies

¹⁶James Becker, "Social Studies," (to be published in AASA, Curriculum Handbook, 1971), p. 1.

¹⁷Ibid., p. 2.

for two or more grades or a total K-12 approach. (e.g. The Taba Curriculum Development Project)

2. The Discipline-oriented Projects. These were projects that stressed methods and problems of particular disciplines. (e.g. those found in anthropology, economics, or sociology)

3. Area Studies. These were multidisciplinary projects that concentrated on a single subject. (e.g. Project Africa)

4. Special Purpose Projects. These were unique or special approaches to topics not found in the other projects. (e.g. Law in American Society)¹⁸

With this "reform" movement came a whole series of related problems. They ranged from trying to establish some form of continuity of materials K-12, to inadequacies in teacher preparation. As Becker put it

. . . it may be that the curriculum reform efforts of the last decade will ultimately prove to have been more important in calling attention to the difficulties and complexities involved in bringing about educational change than actually achieving it.¹⁹

¹⁸Ibid., p. 5.

¹⁹Ibid., p. 8.

Along with many articles written on the "new social studies" movement there were many books that emerged in the 1960's describing the projects and their aims, the restructuring of the social studies, or in some general way trying to organize and describe recent curriculum materials and the problems caused by revision. Some of them are briefly summerized below.

Most writers would rank Bruner's work as an essential foundation to the "new social studies" movement. Bruner established four fundamental principles that have served as a basis in many of the project materials. They were:

1. All disciplines can be reduced to their fundamental structures.
2. A child at any age or level of ability is capable of learning basic ideas if they are taught in an honest way.
3. The child has or can develop an intuitive grasp of any discipline.
4. The child's desire to learn can be motivated by his intellectual curiosity and the opportunity to discover.²⁰

²⁰Jerome Bruner, The Process of Education (Cambridge, Mass.: Harvard University Press, 1963).

One of the earliest works to influence the restructuring of the social studies was a book by Hunt and Metcalf. This text helped spark the "new social studies" movement by calling on scholars and teachers to stress the inquiry method as a basis for the teaching of the social studies.²¹

Fenton's book, The New Social Studies, was a survey of the work being done in social studies curriculum revision in which he described some of the characteristics in the approaches being taken. This work reviewed the objectives, evaluations, teaching strategies, materials, pupil deployment, teacher preparation, and implications of project work for the social studies curriculum.²²

A comprehensive work on the "new social studies" movement was written by Lowe. He took the position that social studies curriculum planners had lagged far behind those in other areas and that there was a definite need to tie the public school curriculum to

²¹M. P. Hunt and L. E. Metcalf, Teaching High School Social Studies (New York: Harper and Row, 1955).

²²Edwin Fenton, The New Social Studies (New York: Holt, Rinehart and Winston, Inc., 1967).

the contents and methodologies prescribed by leading scholars from each field of the social sciences. This work was comprehensive in that Lowe provided a chapter for each discipline in the social sciences plus history.²³

Oliver and Shaver published a book that described their unique approach to the "new social studies" which called for the use of controversial issues and discussion methods as a means of preparing students to meet the needs of their society. Not only was their study concerned with content, but it also described ways of developing techniques and skills.²⁴

Another study similar in organization to that of Lowe was the work of Michaelis and Johnston. However, they stressed that their volume was aimed at "aiding teachers and curriculum specialists in their efforts to gain a deeper understanding of the nature of the social sciences."²⁵ They claimed that even though their work

²³William T. Lowe, Structure and the Social Studies (Ithaca, N.Y.: Cornell University Press, 1969).

²⁴Donald W. Oliver and James P. Shaver, Teaching Public Issues in the High School (Boston: Houghton Mifflin Company, 1966).

²⁵Michaelis and Johnston, op. cit., pp. 1-350.

was not a methods book, it was meant to be used as a supplement to methods books currently in use.

There were several publications put out during the 1960's by the Social Science Educational Consortium. These included pamphlets, news letters, and books. Two very useful books that contained the views of many people involved in project writing were: Concepts and Structures in the New Social Science Curricula and Social Science in the Schools: A Search for Rationale.²⁶ Both were edited by Irving Morrissett, director of the Social Science Education Consortium (SSEC). These works contained separate articles by accomplished scholars in social studies education, project directors involved in writing curriculum, and scholars concerned with fragmentation and unification within the "new social studies" movement.

There were many other articles and books on this complex subject and, no doubt, many more will be written before the full impact of this "reform" movement can

²⁶Irving Morrissett (ed.), Concepts and Structures in the New Social Science Curricula (West Lafayette, Ind.: Social Science Education Consortium, 1966), and Irving Morrissett and W. Williams Stevens (ed.), Social Science in the Schools: A Search for Rationale (New York: Holt, Rinehart and Winston, Inc., 1971).

fully be appreciated. It must be realized, that the full impact of these materials has not, to a large degree, filtered down to the majority of the public schools. At this time, the materials in some cases were still in the launching stages. The analysing process was not completed. Perhaps, it was premature to claim the movement was near its end. If the enthusiasm for writing materials has slowed and the desire for change diminished, it might have been in order to catch a breath, to look around, to reorganize, and to survey what more needed to be done. Certainly one of the greatest efforts remaining was the need for what Senesh has called "the need for orchestration."²⁷

There were also critics of this movement. Krug, the historian, declared,

Let me say with candor that this book rests on a premise and a hope that there are vast numbers of social studies professors and social studies teachers who have serious doubts about "new social studies."²⁸

But the critics must concede that the rate of change in society has far outdistanced and indeed left behind our public institutions.

²⁷Senesh, op. cit., p. 125.

²⁸Mark M. Krug, History and the Social Sciences (Waltham, Mass.: Blaisdell, 1967), p. ix.

ANTHROPOLOGY IN THE "NEW SOCIAL STUDIES" MOVEMENT

Anthropology is a newcomer to the social studies. It began in the 18th and 19th century as an alternative explanation to biblical creation. The movement was pioneered by such outstanding men as Darwin and Huxley, and they have been followed by a whole host of specializing scholars working in archaeology, biology, and various cultural fields. Before World War II, anthropology was almost exclusively a college offering. World War II served to stimulate interest in exotic places and peoples so that by the 1950's some isolated courses were being taught in the high schools.

In the 1960's, the social studies "reform" movement included projects in anthropology. There were two projects specifically designed for work in anthropology: the Anthropology Curriculum Study Project (ACSP) directed by Malcolm Collier, and the Anthropology Curriculum Project (ACP) directed by Marion Rice. There were also many other projects that used anthropology as

separate units while still others incorporated materials that used anthropology concepts.

When she examined the role of anthropology in light of the public school curriculum, Collier wrote,

High school social studies can no longer just transmit the conventionally accepted heritage, for curriculum projects were conceived to show the members of society more realistically and more completely what their culture is and what it is becoming. This should be stated as part of the shared position of leaders of social studies projects.²⁹

Collier felt that anthropology should be considered separate from the other social sciences and should be offered at the beginning of the high school curriculum. This was because of its importance in giving students an understanding of human life which could serve as the foundation course of all the social sciences.³⁰ To further justify the importance of anthropology, Collier argued that the study of anthropology materials led to exciting learning.

. . . there are two important qualities which are perhaps, most represented by anthropology but which are certainly possible in all the social sciences. The first is the conception of learning as

²⁹Malcolm Collier, "The Forgotten Discipline: Anthropology," Social Science in the School: A Search for Rationale (New York: Holt, Rinehart and Winston, Inc., 1971), pp. 66-92.

³⁰Ibid.

something you do rather than as something that happens to you The other element of pedagogy is the liberalizing experience of understanding how knowledge is generated.

Collier claimed that not only will the learning of anthropology be rewarding for students but teachers will find new and rewarding experiences in their teaching.³¹

It is important now to point out that not all anthropologists share Collier's enthusiasm. In Lowe's book Structure and the Social Studies, he described a meeting between his study group and their invited guest, Douglas L. Oliver, a distinguished Harvard anthropologist. They discussed the place of anthropology in the "new social studies" movement. Oliver surprised this group when he said, "I would rather see anthropology not taught as a subject until the last two years of college" in short, "the study of anthropology (as a separate course) should be designed mainly for people who are going to become practitioners in the discipline."³²

In his chapter on anthropology, Lowe complained that anthropology was boundless in scope and it was

³¹Ibid., pp. 90-91.

³²Lowe, op. cit., p. 151.

difficult to find a rationale for the selection of content. Another problem was caused by the fact that social studies teachers have not studied anthropology, in fact, few teachers' colleges have anthropology departments. Lowe went on to point out that

It would be and has been very easy to fall into a trap in teaching anthropological content in which relatively unimportant details of a "primitive" culture study become an end in themselves while the generalizations and transferability of the subject are lost.

Lowe warned

. . . there is the possibility that a necessarily imperfect and incomplete introduction to some of the concepts and approaches of anthropology to the unsophisticated by the unsophisticated might lead to uncritical, unscientific, emotionalized thinking about man or to a study of insignificant societies for their own sake.³³

There were several sources written during the 1960's that contain materials on anthropology and the recent social studies movement. The Social Science Education Consortium published a pamphlet written by Paul Bohannon entitled "Anthropology." Bohannon stated that "The relation of anthropology to other social sciences is of importance in the educational world because anthropology--at least, its subject matter--

³³Ibid., pp. 152-154.

is already in the schools." He stated that anthropology is not needed so much to introduce a new course as it is to improve the content of materials already there as well as to provide the teacher with new uses for the materials.³⁴

Pelto has written a study on anthropology for the Merrill Social Science Seminar Series. In this series, one of the basic assumptions of the publishers was that the social studies programs in our public schools should reflect more accurately and faithfully the social sciences from which the social studies are taken. Pelto has written a well rounded approach to the study of anthropology which included the basis for the study of man, the history of anthropology, methods of research and implications from its research. A teacher planning to teach anthropology would find this a useful handbook.³⁵

³⁴Paul Bohannon, Anthropology (Boulder, Colorado: Publication #106, Social Science Education Consortium, Inc., March, 1966), p. 3.

³⁵Pertti J. Pelto, The Study of Anthropology (Columbus, Ohio: Charles E. Merrill Books, Inc., 1965).

Michaelis and Johnston's book contained a chapter on anthropology that provided a description of anthropology, its major branches, key concepts, methods of inquiry, and the place of anthropology in the social sciences. It is a very helpful source for those considering the teaching of anthropology.³⁶

Hanvey has written a chapter on the ACSP in, Concepts and Structure in the New Social Science Curricula. Hanvey was associated with the ACSP and used this article to explain some of the project's strategies, materials, concepts and structure, and how the project was likely to influence schools and teachers. This is an excellent source for those who want an early look at the ACSP project.³⁷

Malcolm Collier wrote a chapter in Social Science in the Schools: A Search for Rationale. Collier presented her justification for anthropology in the public schools in this chapter. She believed that anthropology

³⁶Michaelis and Johnston, op. cit., chapter 6.

³⁷Robert Hanvey, "Anthropology in the High School: The Representation of a Discipline," Concepts and Structure in the New Social Science Curricula (West Lafayette, Ind.: Social Science Education Consortium, Inc., 1966), chapter 10.

would allow teachers to have a wider selection of materials from which to choose.

It is too early to know how important anthropology will be in the "new social studies" movement. The materials from ACP are on the market and need careful analysis. The material from ACSP is just now ready for marketing along with many other projects that have anthropology units. The arguments still persist as to the value, role, and place of anthropology in public school curricula.

There is a pressing need for analysis of these materials. It is not known if they meet the needs of public schools. It will take some time to assess the role of anthropology in the schools and its acceptability to educators who will determine the success or failure of any new curriculum endeavor.

THE TEACHING OF ANTHROPOLOGY IN THE SCHOOLS

Many of the articles and books cited in this section are essential for an understanding of how anthropology could be used in the public school curriculum. This review covers materials as far back as 1904, but realistically centers on those

written in the 1950's and 1960's to the present. This part of the review has a number of subheadings which include: A Brief History of the Teaching of Anthropology (including a mail survey of state curriculum experts), Anthropology and Education, Justifications for the Teaching of Anthropology in the Public Schools, Arguments Against the Teaching of Anthropology in the Public Schools, Other Considerations in the Teaching of Anthropology, and The Content of Anthropology.

One problem that entered into this review was the type of materials listed under the subtopic "Anthropology and Education." Anthropology has influenced education and the preparation of teachers for many years, and there were abundant articles on this subject, however, this was considered ancillary to this study except where it would involve the required teaching of anthropology to teachers who are going into the projects or materials analyzed by this study.

In "Anthropology" Bohannon stated that anthropology was already in the public schools, though it may not be called anthropology in the curriculum guide. However, in spite of this statement, anthropology is a new member of the social sciences to be taught in the

public elementary and secondary schools. Anthropology has not been recognized as a separate discipline, and even today it remains relatively unknown in the public schools, however, with the "new social studies" movement this will no longer be the case.³⁸

A Brief History of the Teaching of Anthropology

Pelto traced the history of anthropology from Herodotus to the present, including a brief description of theoretical schools within the discipline. The following are some of the high points mentioned in his survey: Tacitus in the Roman period, the 13th and 14th century "proto-anthropological" writers, Marco Polo, the influence of the printing press on western scholars in the 15th century, the Spanish and Portuguese explorers and their early contacts with "exotic peoples" at the end of the 15th century, the geographic and anthropological writings of Richard Hakluyt in the 16th century, the writings of the enlightenment, and the beginnings of the 19th century--a very important century for anthropology.³⁹

³⁸Paul Bohannon, Anthropology (Boulder, Colorado: Publication #106, Social Science Education Consortium, Inc., March, 1966).

³⁹Pelto, op. cit., chapter 2.

Before the 19th century most of the scholars who wrote on human culture accepted the 1650 pronouncements of Archbishop Ussher. Archbishop Ussher had calculated the age of the earth and placed its beginnings at 4,004 B.C. based upon the writings of the scriptures. His theory was complemented by the findings of Dr. Lightfoot who was able to "demonstrate" that heaven and earth were created at the same time. The exact instant of creation occurred on the twenty-third of October in the year of 4,004 B.C. at nine o'clock in the morning.⁴⁰

As the years passed, evidence began to mount that was incongruent with the established account. Abbe Bouches de Porthes (sic) discovered some stone tools near Paris which indicated to him a greater antiquity than that established by Ussher. At Dusseldorf, Germany, in 1857, part of a human skull was found in the valley of the Neander River which seemed to indicate a "creature" that was a forerunner to modern man. Early anthropologists, curious about the stone age and remnants of early civilizations began to seek more scientific explanations for these remains.⁴¹

⁴⁰Ibid.

⁴¹Ibid.

The year 1859 was a very important year for the establishment of anthropology as an independent discipline. In that year, Darwin published The Origin of Species. Leading scientists of western Europe were ready to accept new theories that would help explain the antiquity of the earth, and provide answers that would explain the changing physical features of man. They hoped to find a theory that would explain man's place within the animal kingdom.

From the middle of the 19th century, many theories and schools of thought have offered explanations for the antiquity of the earth, man, and man's unique invention, culture. World War II marked a critical point in the development of anthropology as an established discipline. During this period, the United States' national interests called for an understanding of "exotic and foreign" peoples of the world. The lay public discovered anthropology during this period which created an enthusiastic market for popular literature.⁴²

It is difficult to know exactly when anthropology first entered the public schools. Spindler stated that

⁴² Ibid.

anthropology has been applied to education in some form since 1904. However, he went on to complain that this endeavor has generally been unrecognized by anthropologists, and he stated that references as late as 1958 did not recognize this work.⁴³

Chilcott concluded that

since World War II there has been a florescence of interest in anthropology on college campuses, in popular literature, and in governmental and other social agencies; yet secondary schools almost universally have been reluctant to include anthropological topics in their school programs.⁴⁴

According to Fallers, social studies and history teachers became interested in anthropology around 1945. He attributed World War II with this growing interest because it was in this period that national interests began to turn to non-western societies and cultures.⁴⁵

There was an interesting article written in 1955 in which Hoebel stated that a most significant trend in the area of education and anthropology is the

⁴³George Spindler, Education and Culture: Anthropological Approaches (New York: Holt, Rinehart and Winston, Inc., 1963), pp. 53-54.

⁴⁴J. H. Chilcott, "Proposal for the Unification of Secondary School Courses Through Anthropology," Clearing House, 36:387-93, March, 1962.

⁴⁵M. C. Fallers, "Anthropology: Symposium with Introduction," Social Education, 32:105-06, Feb., 1968.

"emerging use of anthropologists as consultants in content determination for standard social studies." He cited a 1953 appointment of Professor Elmer R. Smith, department of anthropology, at the University of Utah, to a position to aid the Utah State Department of Education in the revision of the state's curriculum in social studies. The author went on to comment that

there is little evidence that anthropology as a special topic of study is penetrating the secondary schools to take its place alongside of history, chemistry, and physics ⁴⁶

In 1958 the Pennsylvania State Council of Education adopted a regulation making a course in "World Culture" mandatory for all students graduating from high school beginning in 1961.⁴⁷ Other states had made provisions for anthropology, but this was one of the first states to require such a course.

Warren commented that prior to the initiation of the various project materials, anthropology in the

⁴⁶ E. Adamson Hoebel, "Anthropology in Education," Yearbook of Anthropology (New York: Wenner-Gren Foundation for Anthropological Research, 1955), p. 292.

⁴⁷ The Study of World Cultures in Secondary Schools, Report of a Conference coordinated by Southern Pennsylvania Study Council and the Philadelphia School Study Council Group B (Danville, Illinois: The Interstate Printer and Publishers, Inc., 1962).

social studies was mainly the work of individual teachers and only occurred in isolated incidents.⁴⁸ Many of these courses died when the teachers who initiated them left the system.

Bailey and Clune decided after talking to many teachers on the subject of anthropology in the schools, that there were anthropology units and courses within the schools but that these had been "bootlegged" into the curriculum and were taught under various and sundry titles.⁴⁹

Dunlop described an anthropology course being taught in 1960 at Sedro Woolley High School in the state of Washington. The contents of the course included: race, ancient civilization, archeological methods, and northwest coastal Indians.⁵⁰

Another early course was taught at Frances W. Parker School in Chicago, Illinois by Jack L. Ellison. He expounded on the virtues of anthropology as

⁴⁸R. L. Warren, "Role of Anthropology in Elementary Social Studies," Social Education, 32:245-7, March, 1968, p. 245.

⁴⁹W. C. Bailey and F. J. Clune, "Anthropology in Elementary Social Studies," Instructor, 75:48-50, November, 1965.

⁵⁰Robert Dunlop, "Teaching of Anthropology in High School," Education Digest, 26:52-53, April, 1961.

evidenced by seniors who return to report its value after high school.⁵¹

Because of the unknown extent to which anthropology was being taught in the public schools, a brief survey of state curriculum experts was made by this investigator in February, 1971.

Results of National Inquiry

In order to survey the number of school districts throughout the nation which provided for the teaching of anthropology within their curricula, a letter was sent to the curriculum specialist in each state's central department of education. Only twenty replies were received. It was difficult to ascertain the reason for such a poor response, but from the material that was received, it became apparent to this writer that many of these "specialists" were unfamiliar with the actual programs going on in the individual districts of their states.

In the following paragraphs, the letters received from each state specialist are condensed so that the material critical to this paper is extracted.

⁵¹Jack L. Ellison, "Anthropology Brings Nature into the Classroom," Social Education, 24:313-16, November, 1960.

Accompanying many of the letters was additional material describing course content, and in the case of Delaware, an actual course outline in archaeology was included.

The states are presented here in alphabetical order.

Alaska: The Alaskan State Department showed interest in the field of anthropology and was in the process of developing courses that could be taught at all levels. At the time of this survey, a course for grades 1-3 was being produced in conjunction with the state university. Two high schools offered anthropology in their humanities courses. The letter from Alaska stressed the great interest in anthropology because of the large indigenous population of Indians, Eskimos, and Aleuts. Alaska also contains many undisturbed pre-historic village sites which are accessible to students and schools.

California: Fifty-five of the 355 California school districts offered some kind of separate course in anthropology. California was a leader in developing state-wide courses.

Connecticut: Most schools in Connecticut were said to have incorporated anthropological concepts into the social studies curriculum. A few schools offered separate courses, but the state's information on such programs was incomplete. Four specific high schools were named as known to have such course offerings.

Delaware: Delaware had developed its own course of study in archaeology called "Archaeology in Delaware." The state did not send any detailed information on the grade level of the course or its length, but it was assumed to be designed for the junior high level or above.

Georgia: There was a proposed, twelve-week course in anthropology at the 7th grade level, and the state was heavily involved in the ACP at the elementary level.

Idaho: Only three school districts made any mention of teaching anthropology in the public schools, and one of the schools mentioned was piloting Bruner's Man: A Course of Study (MACOS).

Maine: Maine sent a strange reply. While they sent no

letter, they did include a packet of materials stressing the virtues of the "new social studies."

Maryland: A letter was received to which was attached a list of the state's superintendents. Evidently there is no state curriculum and no information of such a course at the state level.

Michigan: This state has no official curriculum but was sure that anthropology was being taught on an elective basis. A list of school district and local curriculum specialists was included.

Missouri: This state did not provide a course of study in anthropology, and no materials were provided for by the state. Of the 460 school districts which maintained high schools, only three were offering programs in anthropology.

Nevada: The state had little information on the courses being taught in anthropology, but their material contained a list of 17 districts which may have developed such a course.

New Jersey: Five school districts offered courses in anthropology, and courses which made use of anthropological concepts were said to exist.

Oregon: No course in anthropology was recommended by the State Curriculum Guide. However, the state claimed the teaching of anthropological concepts was heavily incorporated in elementary and intermediate grades at the discretion of the individual teacher. Several schools were using MACOS on an experimental basis.

Pennsylvania: Pennsylvania was looking forward to rapid expansion of mini-courses in anthropology. There was an interdisciplinary approach to world culture and American culture in which anthropological concepts were incorporated into the scope of the course. According to this state, the greatest drawback to an expansion of anthropology in the curriculum was the lack of teacher preparation. One high school offered archaeology, and there was a course open to public school students in connection with a museum. Seven public high schools offered courses in anthropology.

Rhode Island: The Providence Social Studies Curriculum Project advocated anthropology as one of their integrated

disciplines. Other courses besides specific courses drew heavily from anthropological concepts.

Tennessee: Tennessee listed anthropology in Rules, Regulations and Minimum Standards as a course that may be offered for credit in the high school. The state did not offer an official curriculum. Local districts were free to develop their own programs. No information on specific programs was included as the state did not have an approved text in anthropology.

Texas: There were no known offerings in anthropology at the secondary level but several elementary schools were working with MACOS.

Vermont: This state sent the entire list of schools and course offerings. Six senior highs and at least one elementary school offered courses in anthropology. No detail as to the course of materials was included.

Wisconsin: Wisconsin sent a computer printout of courses offered in anthropology. There were a total of four high schools that offer such a program. No materials were included.

Wyoming: Two high schools had courses of one semester in length in anthropology. No specific details were offered but names and addresses were provided.

Though only 20 responses were received from the 50 letters sent, almost every response indicated that some type of course was being taught at either the elementary or secondary level or both. It is surprising that in the age of accountability, few state curriculum specialists were aware of the courses being offered as electives, and it was also clear that local school districts have almost complete independence in course offerings. Bruner's Man: A Course of Study (MACOS) was most often mentioned in regard to the elementary level and seemed to have made quite an impact if the sample was at all accurate. At the secondary level, there was no mention of any specific program, and all the ones that existed are assumed to be products of individual teachers or were produced by state universities. In the case of Delaware, it was produced at the state level.

Most states seemed anxious to expand anthropology in the form of integrated studies or as separate electives in the form of semester courses. The most

developed courses were found in the eastern states. It was especially interesting to note that Tennessee sent a reply with mention of anthropology in their state curriculum because at one time they outlawed the teaching of evolution. Only about 90 high schools were specifically identified as having anthropology courses. This did not include Delaware which had developed its own course at the state level or the many states that mentioned courses without specific names of schools. The number of elementary schools was unascertainable from the information provided, but apparently many were moving in this direction.

Anthropology and Education

The relationship of anthropology to education can be studied from two approaches. Spindler described them this way.

Among the newer developments is the application (of anthropology) to education. It is, indeed, what this book is about. This application takes two general forms: the use of anthropological concepts and data in courses of study in the elementary and secondary schools and in teacher-training institutions; and the application of anthropological concepts and methods to the analysis of the educational process--an anthropology of education.⁵²

⁵²Spindler, op. cit., p. 41.

It is the prior form of application of anthropology to education that concerns this study. Spindler went on to stress the importance of anthropological concepts to prospective teachers of social studies as it provides them with a context from which they can understand their role and the relationship between their subject matter areas.⁵³

In a fairly recent article, Bohannan pointed out that many anthropologists wanted to bring their discipline to secondary and elementary schools but this was difficult because they were wanted in the special problem areas of the curriculum where they could only be of limited help. It could also be difficult for anthropologists to meet educational objectives because "teachers and anthropologists have different expectations about anthropology's contribution to social studies."⁵⁴ Teachers want anthropologists to provide data on special interests while anthropologists have specialized interests of their own. In spite of these problems, Bohannan supported a 1960 prediction which

⁵³Ibid., p. 187.

⁵⁴Paul Bohannan, "Field Anthropology and Classroom Teachers," Social Education, 32:131-6, February, 1968.

claimed that by 1980 teacher certification requirements would be greatly changed so that social studies teachers would be thoroughly prepared in the social sciences including a concentration in anthropology.⁵⁵ The force that will aid this prediction is the "social studies revolution" with its emphasis on the social sciences.⁵⁶

Montagu stressed the virtues of anthropology as the core of the educational curriculum for "every" teacher. This is especially important in light of the national problems of the 1960's.⁵⁷ Other writers with the same theme included Shunk and Goldstein, and Kimball.⁵⁸

This subtopic could be more expansive if it included articles that argued for or against the teaching of anthropology in the schools. However, these topics are taken up next under separate headings.

⁵⁵Ibid., p. 132.

⁵⁶Ibid., p. 135.

⁵⁷A. Montagu, "What Anthropology Is," Instructor, 75:48-9, November, 1965.

⁵⁸W. R. Shunk and B. Z. Goldstein, "Anthropology and Education: Anthropology's Contribution to Education: A General View," Review of Educational Research, 34:72-4, February, 1964; and Solon T. Kimball, "Anthropology and Education," Educational Leadership, 13:480-3, 1956.

Justification for the Teaching of Anthropology in the
Public Schools

The literature contained many articles that promoted anthropology for the public schools. These articles often described the advantages as well as the disadvantages of teaching anthropology. Thus, many of the articles listed under this subtopic are also found in the next section which describes articles stating arguments against the teaching of anthropology.

One man stood out as a leader in the promotion of anthropology for the public schools. He was, of course, George Spindler. He was followed by other men who were active in course and project work. Some of the leaders who succeeded him were Paul Bohannon, Malcolm Collier, Marion Rice, and Robert Hanvey, as well as others who have contributed to the many articles on this subject.

Writing in 1963, Spindler stated,

The implication is clear that anthropology should be used as a contribution to general education more widely than it is. It should not be taught as it is to graduate students training to become professional anthropologists. Nor should it be taught as an introduction to a scholarly discipline, as it often is at the college level, even in the beginning course. It should be taught as an introduction to a

perspective on human life, as a way of thinking that we might call "humanistic objectivity."⁵⁹

Michaelis and Johnston thought that

perhaps more than knowledge of our culture is required in training our youth to cope with the world today. Familiarity with some of the diversity in culture can lead to greater objectivity and depth in the interpretation of facts.⁶⁰

Lee, writing in 1957, expressed her concern for the fragmentation of knowledge in educational programs.

I think that the inescapable awareness of totality that comes with the study of complete cultures is a help in bringing about this awareness.

Another advantage to cultural studies would be "... seeing different solutions for familiar problems ..."⁶¹

Rosenstiel stated that

Anthropology gives the teacher a broader cultural perspective and makes it possible to eliminate ethnocentrism and create a classroom atmosphere conducive to the free exchange of ideas

Writing in 1956, Kimball echoed these same ideas.⁶²

⁵⁹Spindler, op. cit., p. 55.

⁶⁰Michaelis and Johnston, op. cit., pp. 187-8.

⁶¹Dorothy Lee, "Anthropology and American Secondary Education," Frontiers of Secondary Education (Syracuse, N.Y.: University of Syracuse Press, 1957), pp. 4 and 7.

⁶²Annette Rosenstiel, "Anthropology and Childhood Education," School and Society, 87:482-3, 1959; and Kimball, loc. cit.

Rosenfeld charged that there was a basic dishonesty in many of the social studies programs because of the fragmentary organization of knowledge. Anthropology could be a solution to this problem and

Anthropology would be the mortar in its (social studies curriculum) construction, for anthropology is the starting point; it is a method for inquiry, as well as, a frame of reference.⁶³

Hanvey believed that the project work going on in anthropology was enough to make it part of the social studies curriculum. If his assessment was correct, perhaps no further justification is needed.⁶⁴

A well known anthropologist, Jules Henry, wrote in 1949 that

cultural anthropology is, among other things, a tool for the study of cultural wholes. Anthropology, as a member of the collaborating team in a social science program must help to develop concepts which will be of general use throughout the social process everywhere.⁶⁵

Holmes agreed with Henry because, as he wrote, ". . . anthropology embraces all phases of the study of man."

⁶³G. L. Rosenfeld, "Anthropology and Social Studies in Elementary School," Record, 69:767-70, May, 1968.

⁶⁴Robert G. Hanvey, "Anthropology in the Schools," Educational Leadership, 22:313-16, February, 1965.

⁶⁵Jules Henry, "Anthropology in the General Social Science Course," Journal of General Education, 3:304-8, July, 1949.

He also believed that it would serve well as a pre-requisite to other social sciences.⁶⁶ Writing along the same lines, Spindler stressed the synthesizing qualities of anthropology as it pulls together unrelated parts of human behavior.⁶⁷

Francello's article provided an interesting list of benefits gained from the teaching of anthropology. Some of the major points were that anthropology will:

1. clear up the concepts of race,
2. reject the concept of inferior and superior cultures,
3. give greater tolerance toward people of different backgrounds,
4. aid us to better understand ourselves,
5. help make us more consistent as a world leader.⁶⁸

⁶⁶L. D. Holmes, "It's More Than Bones and Old Stones," Social Education, 49:220-2, November, 1968.

⁶⁷George Spindler, "Anthropology in the Social Studies Curriculum," NEA Journal, 47:626-7.

⁶⁸J. A. Francello, "Anthropology for Public Schools: Profits and Pitfalls," Social Studies, 56:272-5, December, 1965.

Chilcott described many advantages for the teaching of anthropology which included a greater understanding of human behavior, the study of total environment, insights into the processes of change, the place of the individual in relationship to the world, and an exciting way of studying man. According to Chilcott, anthropology would become the organizing discipline of the social studies and would serve as the framework for all related topics. Anthropology would reduce the role of history as the center of the curriculum. Chilcott talked in terms of anthropology as the center of the "core" program which would permit crossing subject barriers.⁶⁹ Bailey and Clune concurred with Chilcott's last point.⁷⁰

Fallers agreed with the others when he stated that present social studies curricula provided few means of understanding non-western people and solving domestic racial problems. He thought that a big advantage of anthropology would be in providing social studies with the tools of comparative studies found in anthropology.⁷¹

⁶⁹Chilcott, loc. cit.

⁷⁰Bailey and Clune, loc. cit.

⁷¹Fallers, loc. cit.

These are impressive claims for the teaching of anthropology. Leaders of other disciplines would, perhaps, dispute some of the exclusive claims made for anthropology. Also there are arguments against the teaching of anthropology as well as problems associated with initiating such a program.

Arguments Against the Teaching of Anthropology in the Public Schools

Many of the articles that contained arguments for the teaching of anthropology in the public schools also contained reasons for excluding anthropology from the curricula. In an early part of this review, Oliver argued against the inclusion of anthropology in the "new social studies" movement. He was by no means alone in warning of the pitfalls of teaching this discipline. Many of those who were in favor of the teaching of anthropology also had some reservations. Chilcott attributed some of the resistance to anthropology in the schools to stereotyped views of anthropology and anthropologists. He described the stereotyped anthropologist ". . . as a person who digs up old bones and broken pots and embarrasses dinner guests by describing unmentionable

erotic practices of primitive people."⁷² There were also others who feared the controversial discussions that might arise centering on the evolution of man.

Douglas described a meeting of the Association of Social Anthropologists (British) whose members debated the issue of anthropology as part of general education. Some argued against the teaching of anthropology because it would "dangerously undermine the faith of the young," while others were apprehensive about the watering down and mutilation of the subject matter.⁷³

This divergence of opinion among anthropologists was also present in the United States. Walcott, writing on the views of American anthropologists stated that "Anthropologists are by no means in agreement about whether the subject matter of their discipline should be included in the curriculum of the public school."⁷⁴

Spindler wrote that in general, anthropologists had remained aloof to the teaching of anthropology in

⁷²Chilcott, loc. cit.

⁷³M. Douglas, "Anthropology or Not?" Time Education Supplement (London), 2623:339, August 27, 1965.

⁷⁴Harry F. Wolcott, "Anthropology and Education," Review of Educational Research, 37:83-95, February, 1967.

the schools. Some even argued that anthropology would only clutter the curriculum.⁷⁵

Gruber wrote against the inclusion of anthropology because anthropology was, to him, a loose collection of highly specialized fields made up of specialists whose interests center on a "narrowly defined phase of man and his nature" This makes the body of knowledge too difficult and complex for high school students.⁷⁶

A list of pitfalls in the teaching of anthropology was written by Francello. He stated the following:

1. students may develop poor attitudes toward others who "are missing so much not being like us."
2. students may feel that "we are more complex, hence more superior."
3. students may feel "others are technically backwards therefore backwards in everything."
4. anthropology may be used as a "snap" course and become a dumping ground for poor students to be taught by "anybody."

⁷⁵Spindler, "Anthropology in the Social Studies Curriculum," loc. cit.

⁷⁶J.W. Gruber, "Anthropology and the High Schools," American Biology Teacher, 17:228-30, November, 1955.

The author concluded that anthropology cannot save the world or even the social studies and anyone who sees it as a cure-all is heading for disappointment.⁷⁷

Chilcott also warned against using anthropology as a panacea for all the ills of the social studies. He reminded us that the curriculum was already overcrowded and that few teachers had a sufficient background to enable them to teach anthropology. Bailey and Clune also raise the issue of teacher preparation.⁷⁸

Silverman was skeptical of whether anthropology will become a part of elementary school curriculum because of the reaction of teachers, the preparation of teachers, and the availability of valid materials. This author cited the failure of reform in new mathematics, linguistics, economics, and other areas as "hardly breaking the applause barrier," which indicated that most teachers were not ready to spring aboard this late arrival to the "curriculum revolution." Spindler also warned against forcing the subject on unprepared

⁷⁷Francello, loc. cit.

⁷⁸Chilcott, loc. cit.; and Bailey and Clune, loc. cit.

teachers and against the danger of poorly developed materials for public school use.⁷⁹

Other Considerations in the Teaching of Anthropology

There are some topics in the literature that are important enough to mention but not extensive enough to warrant a separate subtitle. These are considered together in this section of the review.

Bailey and Clune were concerned about making anthropology in the public school system more than "wigwams and papooses," which could only be done by teaching the basic contributions of the discipline.⁸⁰ In a phone conversation on the 13th of June, 1971, Bohannon expressed his concern about the amount of mis-education and oversimplification taking place in the schools where anthropology is in use.⁸¹

Other writers were concerned about whether anthropology should be taught as a separate course or as

⁷⁹M. J. Silverman, "Anthropology: What Size the Happening?" Social Education, 32:257-9, March, 1968; and Spindler, "Anthropology in the Social Studies Curriculum," loc. cit.

⁸⁰Bailey and Clune, loc. cit.

⁸¹Phone conversation between author and Paul Bohannon on June 13, 1971.

an integrated foundation of the social studies. Chilcott believed that a separate course in anthropology would defeat the purpose of the unique integrating character of this discipline. Francello wrote,

All by itself, no--but as one important facet contributing to the better understanding and tolerance of other people and other cultures, anthropology can be a mother lode of opportunity.

Brown said,

Instead of introducing a single course to an already crowded curriculum or of adding a few disjointed references to specific bits of knowledge, education should revamp the entire curriculum
⁸²

Some articles were concerned with the teaching of anthropology at all levels of the public school curriculum. Though this was true a few writers seemed to have some preferences as to where and when anthropology should be introduced. Warren classified the teaching of anthropology into three categories. They were:

1. courses in anthropology at the high school level--usually as electives, sometimes required.
2. cross-cultural courses taught in the elementary school.

⁸²Chilcott, loc. cit.; Francello, loc. cit.; and Ina Corinne Brown, "Anthropology in the Humanities," Educational Leadership, 20:252-3 and 256-8, January, 1963.

3. the general application of anthropology concepts in social studies without regard to specific course titles.⁸³

Fallers stated that an introduction at too early an age can be confusing to young children. "My recommendation is that any serious introduction to anthropological thinking be reserved for approximately grades five and six."⁸⁴ Spindler considered elementary school as a satisfactory level for some of the introductory concepts in anthropology, but for more complex ideas, the first two years of high school would be best.⁸⁵

Two important sources of anthropological material exist that may prove helpful to teachers who are involved with the teaching of anthropology. Nichols listed many helpful references for the secondary level, and Mandelbaum has written a most comprehensive reference on materials for the teaching of anthropology.⁸⁶

⁸³Warren, loc. cit.

⁸⁴Fallers, loc. cit.

⁸⁵Spindler, "Anthropology in the Social Studies Curriculum," loc. cit.

⁸⁶Peter W. Nichols, "Sources in Anthropology for High Schools," School and Community, 49:11, February, 1963; and David Mandelbaum, The Teaching of Anthropology (Berkeley: University of California Press, 1963).

The Content of Anthropology

The content of anthropology is of concern to teachers, both those currently teaching it and those considering teaching it. Usually those who have at least a passing acquaintance with this discipline divide the subject into four broad categories which include: physical anthropology, cultural anthropology, archaeology, and linguistics. It was of interest to see how others described the scope of this discipline.

Oliver stated that

Anthropology is not a discipline at all. It is a meeting place for many disciplines. Don't try to find boundaries for it. This is a useless and hopeless pastime. In the final analysis, anthropology is simply what the people who are trained in the field do--and that stretches a very long way.⁸⁷

While the most common description of anthropology was simply that "anthropology is the study of man" without giving credit for the quotation marks, Hamblin wrote us that anthropology drew its materials about man from biological heredity, physical environment, and social culture.⁸⁸ Kluckhohn wrote that "Anthropology

⁸⁷Lowe, op. cit., p. 133.

⁸⁸F. N. Hamblin, "Oak Tree and Education," National Principal, 44:30-4, February, 1965:

holds up a great mirror to man and lets him look at himself in his infinite variety."⁸⁹

Lunstrum credited anthropology with synthesizing many fields because it used social sciences, humanities, and biological science contents.⁹⁰ While Tax reminded us that "It has been said that anthropology is what anthropologists do, and that anthropologists do what they please." "Therefore, anything related to man--including monkeys--is fair game for anthropologists." He went on to state that a study of the tools of man, his art, games, music, dance, literature and all other products of human invention concern anthropologists.⁹¹

Spindler said that anthropologists are also concerned with the "improving of the human condition and with the improvement of our own society."⁹² In this

⁸⁹Clyde Kluckhohn, Mirror for Man: The Relationship of Anthropology to Modern Life (New York: McGraw-Hill, 1949), p. 11.

⁹⁰J. P. Lunstrum, "Anthropology: Pre-Service Teaching Education and Certification," Social Education, 32:135-41, February, 1968.

⁹¹Sol Tax, "What Do Anthropologists Do?" Social Education, 32:132-4, February, 1968.

⁹²George Spindler, Education and Culture: Anthropological Approaches, op. cit., p. 9.

same work, Spindler listed some of the current (1963) topics concerning anthropologists:

Current anthropology is concerned with human ecology, genetics, biological evolution and adaptation; behavioral and anatomical links with the lower primates; the structure of language, changes in language through time, the influence of language on forms of thought and feeling; systems of clan, kinship, and the emergence of political and legal structures, old and new world culture history and their inter-relationships; social evolution, cultural change and acculturation; national character; mental illness and culture; child training and the development of personality types; cultural values; the analysis of small groups and the study of whole communities; and the study of economic and educational systems. These are some, not all, of the many problem areas with which anthropologists are currently concerned.⁹³

SUMMARY

The review of the literature was divided into three parts. Part one described "Social Science and Social Studies in the 'New Social Studies' Movement." This part of the chapter traced the history of the social studies-social science movements within the public school curriculum. Various authors were cited in order to clarify the meaning of the terms and the relationship that has existed between the two areas of thought. Citizenship education was also described in relationship to the social studies and social sciences.

⁹³Ibid., p. 15.

The "new social studies" movement was presented with background information and definitions of authors. The role that curriculum projects have played as a result of this movement was also discussed. Authors who supported the movement as well as those who were critical of the movement were mentioned.

The second part of the review of the literature concentrated on the importance of "Anthropology in the 'New Social Studies' Movement." A brief background of the discipline was included as well as comments made by those involved in producing anthropology curriculum. Some authors wrote about anthropology as a new potential social science for the public school curriculum. Some other authors expressed resistance to the placing of anthropology in the public schools.

The third part of the review of the literature was concerned with "The Teaching of Anthropology in the Schools." A brief history of the discipline of anthropology traced it from the Greeks through the late 1960's which included its initial attempts to penetrate the public school curriculum.

Another section of this part reported the results of a national survey of state curriculum specialists in

order to determine how extensively anthropology was being taught by 1971. This survey was used to indicate how responsive states seemed to be toward the teaching of anthropology.

The relationship between anthropology and education was described. Various statements were cited from authors who have written about the contribution which anthropology could make to the social studies if it were added to the curriculum. Specific statements by authors who supported and justified the teaching of anthropology in the public schools were also presented. This was followed by statements citing arguments against the teaching of anthropology in the public schools.

The final sections of this part of the review of the literature contained miscellaneous topics concerning the teaching of anthropology. The last topic of the chapter dealt with the content of anthropology.

Thus, this chapter contains important background information as well as some of the arguments for and against the teaching of anthropology. These issues confronted social studies workers during the 1960's and into the early 1970's.

CHAPTER IV

THE CURRICULUM MATERIALS ANALYSIS

This chapter contains the results of the analysis system used in this study. The data are reported in three forms. Questions that call for numerical ratings are reported in columns. Questions that call for narrative responses are reported in rows. Questions that call for lists of materials are reported in a combination form. When one type of reporting is changed to the other form, a double parallel line is used to note this change.

These materials were analyzed in separate CMA's and the results of this work were pooled for purposes of comparisons. The CMA's are not included in their entirety. The excluded parts from sections 1.0-7.0 are included in Appendix B. This section will not report on questions from the CMAS (Long Form) below the three digit level and section 8.0 is not included. At the end of each section (sections are separated by one digit numbers) there are summaries that note significant characteristics. The project initials (ACP, EDC, MATCH, PSS, ACSP, and HSGP)

have been used in place of the proper titles to facilitate efficiency in the use of space.

The questions in this section were taken verbatim from the CMAS except in some cases where non-essential phrases and words were deleted. The CMAS (Long Form) uses a rating system from 0 through 6. The criteria for rating are stated after the question, and the base line number is included under each project abbreviation. In some cases the answers have been modified to meet reporting requirements. Where questions call for long narrative answers, the projects and answers are listed under the questions. The letters UA indicate that the information was not available and NA means the question was not applicable.

SECTION I

Section I presents a general overview of the project or units of projects analyzed in this study. The physical characteristics of the materials as well as a description of the content is included. Many of the topics mentioned in this section are described in greater detail in other sections of the CMAS.

1.0 Overview

Anthropology Curriculum Project (ACP). The Anthropology Curriculum Project, located at the University of Georgia was sponsored by the United States Office of Education. This project provided materials for a sequential course in anthropology for grades K-7. There were also other materials available for the junior high and senior high levels. This project was unique in its sequential approach. Materials were repeated in a cyclical form from a lower grade to a higher grade, however, in the higher grade the same concepts were handled in a more complex fashion. There was a strong emphasis on verbal learning with great stress on vocabulary used as the foundation of the materials. This project was also unique in its deductive approach. All materials were designed as supplementary to existing social studies programs.

Education Development Center (EDC). Man: A Course of Study was a one year upper elementary course developed by the Social Studies Curriculum Program of Educational Services, Inc., located in Cambridge, Massachusetts. This project was funded by the Ford Foundation and the National Science Foundation. Bruner

was one of the directors of this project. The materials in this course introduced the student to an understanding of the nature of man as part of the natural world. The materials presented a study of animal life from the salmon to the socially complex baboon. Man's complex social order was introduced through a life study of the Netsilik Eskimos. The materials were in the form of well written pamphlets and a series of 16mm films.

Materials and Activities for Teachers and Children (MATCH). Materials and Activities for Teachers and Children was prepared by the Boston Children's Museum for children in the elementary schools. The units in anthropology were specifically designed for the upper elementary grades. An important characteristic of this project was its emphasis on artifacts which were manipulated by children in various activities. There was a de-emphasis on verbal learning in the traditional sense. The materials were used by children working in groups or in teams in a coordinated learning experience. The materials were in the form of kits, and everything needed to meet the model strategy that directs student activity was provided.

University of Minnesota Project Social Studies Curriculum Center (PSS). The University of Minnesota Project Social Studies Curriculum Center has developed materials for an integrated K-12 social studies program. These materials contained anthropology concepts in an integrated form. However, in elementary materials called The Family of Man there were a number of kits that could be considered anthropological. In this new series only two units were available for analysis, "Hopi Indian Family" and "Ashanti Family of Ghana." Other units, "Quechua Family in Peru" and "Algonquin Indian Family" were planned for release in 1973. The units came in kit form containing a variety of materials for the primary grades. The units stressed the inquiry approach, the need to understand the culture of others, and the development of geography skills.

Anthropology Curriculum Study Project (ACSP). The Anthropology Curriculum Study Project which was located at the University of Chicago started developing materials for a 16 week semester high school course in the early 1960's. This project was sponsored by the American Anthropological Association and was funded by

the National Science Foundation. Before 1971 the only material available from this project was a sampler kit entitled "History as Culture Change: An Overview." The course material which was available in final form was called Patterns of Human History. This course was divided into four units, each containing a variety of materials which introduced the student to the discipline and methodology of the anthropologist. The materials developed cultural concepts through the study of society from the primitive to the complex.

High School Geography Project (HSGP). The High School Geography Project materials, developed at the University of Colorado, contained a unit on cultural geography which could be used as an anthropology unit in the high school. This unit was called "The Geography of Culture Change" and was the only unit from this project dealt with in this analysis. The final product was published by Macmillan under the course title Geography in an Urban Age. This project was sponsored by the Association of American Geographers and was funded by the National Science Foundation. The aim of this project was to break with the traditional teaching of geography by offering course materials based upon the

discovery method of learning. There was a variety of student materials which provided the teacher with new and more exciting approaches to the teaching of geography. This project had been evaluated extensively with many positive results.

1.1 Subject Content	ACP	EDC	MATCH	PSS	ACSP	HSGP
Q1 Indicate the discipline or disciplines most prominent; mark them "1," "2," "3," in order of prominence.						
Anthropology	1	1	1	2	1	1
Economics				5		
Geography				4		2
History	2			6	2	3
Political Science						
Psychology						
Sociology	3	2	2	3	3	
Social Psychology						
Interdisciplinary				1		
Multidisciplinary						

	ACP	EDC	MATCH	PSS	ACSP	HSGP
1.1 Q2 In general, how sound is the substantive content of these materials? (very unsound - moderately sound - very sound, 0-6)	5	5	5	5	5	5
1.2 <u>Intended Uses</u>						
Q1 For what grade level or levels are these materials most appropriate, according to the author?	K-7	5	5 or 6	1 & 2	9 or 10	10
Q2 Are there any particular kinds of students, teachers, schools, or communities for which these materials would be especially suitable or unsuitable . . . ? If "yes" elaborate.	No	No	No	No	No	No
Q3 What does the author consider the most appropriate length of time, in weeks or years, for the use of the whole set of materials?	6 wks	24 wks	4 wks	8 wks	16 wks	3-4 wks

		ACP	EDC	MATCH	PSS	ACSP	HSGP
1.21	<u>Grade Level(s)</u> Q For what grade level or levels are the materials most appropriate . . . ?						
	author's intention	K-7	5	5 or 6	1 & 2	9 or 10	10
	analyst's opinion	K-7	5	5 or 6	1 & 2	9 or 10	10
	Other grade levels where materials could be used						
	author's intention	UA	UA	UA	UA	UA	7-12
	analyst's opinion	K-9	4-8	4-6	1-3	9-12	7-12
1.22	<u>Student Characteristics</u> Q Are there any particular kinds of students for whom these materials would be especially suitable or unsuitable . . . ? If "yes" elaborate.	Yes	No	Yes	No	No	No
	1. Suitable for able students, good readers.	1		2			
	2. Suitable for slow students, non-verbal approach.						
1.23	<u>Characteristics of Teacher, School, and Community</u> Q Are there any particular kinds of teachers, schools, or communities for which these materials would be especially suitable or unsuitable . . . ? If "yes" elaborate.	No	No	No	No	No	No

	ACP	EDC	MATCH	PSS	ACSP	HSGP
1.24 <u>Required Time</u>						
Q What does the author consider the most appropriate length of time, in weeks or years, for the use of the whole set of materials?	6 wks	24 wks	4 wks	8 wks	16 wks	3-4 wks
What is the range of times, from shortest to longest, that the author thinks the materials might be used effectively?	5-7 wks	16-32 wks	2-4 wks	7-12 wks	16 wks	3-4 wks
What lengths of time does the analyst consider appropriate?	same	same	3-6 wks	same	20 wks	same
1.25 <u>Sequence and Independence of Parts</u>						
Q1 To what extent can the teacher depart from the sequence of materials prescribed by the author without impairing the effectiveness of the materials? (very little - moderate departure - very much, 0-6)	2	1	0	3	0	4

		ACP	EDC	MATCH	PSS	ACSP	HSGP
1.25	Q2 To what extent can parts of the materials be taught separately, apart from the rest of the materials, without impairing the effectiveness of the parts so taught? (very little - moderate departure - very much, 0-6)	2	3	0	3	2	3
1.3	<u>Printed Materials and Other Media</u>						
	Q1 Check which of the following items are available and are covered in this analysis.						
	student text	x					
	other printed student material	x	x	x	x	x	x
	teacher's guide	x	x	x	x	x	x
	printed teacher material						
	other media	x	x				
	tests	x					

	ACP	EDC	MATCH	PSS	ACSP	HSGP
1.3 Q2 Are there other materials and media which are closely related to the materials which have been analyzed but which are not included in this analysis? If so, describe them briefly. B = Bibliography; F.S. = Film strip.	No	Yes	No	No	No	Yes F.S.
Q3 What is your general over-all judgement of the physical and technical (not substantive) quality of the materials, including all media? (very poor - average - excellent, 0-6)	4	5	5	5	5	5
Q4 As compared with the average cost of supplying curriculum materials for a social studies class at the grade level(s) for which these materials are intended how are the costs of these materials? (very low - average - very high, 0-6)	2	6	6	3	3	3

1.31 Printed Student Materials

Q1 and Q2 Each of the CMA's contains lists of student materials which are summarized here.

ACP

ACP contains texts for use in grades K-12 concentrating on course material for K-7. There is some confusion about the number of different texts available because of the recurring use of the same material at different grade levels. However, the SSEC Data Book lists the materials in the following order: "The kindergarten, first, and fourth grade materials explore the concepts of culture while the second and fifth grade materials study the evolution of man in the old and new world. The seventh grade Life Cycle re-examines elementary material concepts and life patterns." There are also printed student materials available for use at the junior and senior high level. The texts were written by various authors and were all published by ACP in 1970. The texts vary from 25 to 75 pages and are all $8\frac{1}{2}$ x 11 inches. They are staple bound with soft covers. The costs for classroom sets of 40 range from \$30 to \$160.

EDC

MACOS provides a series of 32 soft bound pamphlets produced by the Education Development Center, Inc., which were published in 1970. The materials are of varying dimensions and are sold in sets. The number of pages varies from four to ninety-five. The total package costs \$3,495.

1.31 MATCH

MATCH comes in kit form and contains a variety of materials. There are three source books that are products of various authors and publishers. The three source books are only referred to when background material is needed and there are no materials provided for individual use. "The House of Ancient Greece" Match Box costs \$525.

PSS

PSS does not provide individual reading materials for students for the "Family of Man" units, but the kits contain reading books that are read aloud by the teacher. These books are especially selected by the project from various authors and are of varying dimensions. Most are hard bound. The kits are \$174 each.

ACSP

The ACSP materials are contained in four units. Each unit contains its own 8½ by 11 inch soft-bound readings book. The materials are produced by the project and published by Macmillan. The number of pages ranges from 73 to 127 and the price range is \$48 to \$105.

HSGP

The cultural unit materials consist of a soft-bound student resource book and a consumable student manual. The student resource book contains 77 pages with dimensions of 10 x 8½ inches. A classroom set of materials costs about \$67.

1.31 Q1 There are a number of charts below which apply to the student text (if any) and to other student materials (if any).

Project	Text or Material	Title	Author	Publisher	Date
ACP	Text	<u>Concept of Culture: An Introductory Unit</u>	J. Blackwood, A. Hunt, and F. Emmons	ACP	1970
"	"	<u>Concept of Culture</u>	"	"	"
"	"	<u>The American</u>	"	"	"
"	"	<u>The Arunta</u>	"	"	"
"	"	<u>The Kazak</u>	"	"	"
"	"	<u>The Development of Man and His Culture: New World Prehistory</u>	"	"	"
"	"	<u>The Development of Man and His Culture: Old World Prehistory</u>	"	"	"
"	"	<u>How Change Takes Place</u>	"	"	"

Project	Text or Material	Title	Author	Publisher	Date
ACP	Text	<u>Language</u>	A. J. Kingston and M. J. Rice	ACP	1970
	"	<u>The Life Cycle</u>	Pauline Persing	"	"
	"	<u>Urban Community</u>	M. J. Rice, M. Clum, J. Steinbrink	"	"
	"	<u>Race, Caste and Prejudice</u>	M. Kleg, M. J. Rice, W. C. Bailey	"	"
	"	<u>The Changing World Today</u>	"	"	"
	"	<u>How Change Takes Place</u>	"	"	"
	"	<u>Political Anthropology: Values, Socialization, Social Control and Law</u>	M. J. Rice	"	"
EDC	Booklet	<u>Life Cycle</u>	(project workers)	Curriculum Development Association	1970
	"	<u>Information and Behavior</u>	"	"	"

Project	Text or Material	Title	Author	Publisher	Date
EDC	Booklet	<u>Innate and Learned Behavior</u>	(project workers)	Cur. Dev. Assoc.	1970
"	"	<u>Natural Selection Problem Sheets</u>	"	"	"
"	"	<u>Herring Gulls</u>	"	"	"
"	"	<u>Salmon</u>	"	"	"
"	"	<u>Observing Conflict</u>	"	"	"
"	"	<u>Animals of the African Savanna</u>	"	"	"
"	"	<u>Baboons</u>	"	"	"
"	"	<u>The Baboon Troop</u>	"	"	"
"	"	<u>Baboon Communication</u>	"	"	"
"	"	<u>Devore Field Notes</u>	"	"	"
"	"	<u>A Journey to the Arctic</u>	"	"	"
"	"	<u>Songs and Stories of the Netsilik Eskimos</u>	"	"	"

Project	Text or Material	Title	Author	Publisher	Date
EDC	Booklet	<u>Antler and Fang</u>	(project workers)	Cur. Dev. Assoc.	1970
"	"	<u>The Arctic and Arctic Animals</u>	"	"	"
"	"	<u>On Firm Ice</u>	"	"	"
"	"	<u>The Many Lives of Kiviok</u>	"	"	"
"	"	<u>This World We Know</u>	"	"	"
"	"	<u>The True Play</u>	"	"	"
"	"	<u>The Data Book</u>	"	"	"
"	"	<u>Animal Adaptation</u>	"	"	"
"	"	<u>Salmon Problem Sheets</u>	"	"	"
"	"	<u>Animal Studies</u>	"	"	"
"	"	<u>Observing Play</u>	"	"	"
"	"	<u>Structure and Function</u>	"	"	"
"	"	<u>The Chimpanzee</u>	"	"	"

Project	Text or Material	Title	Author	Publisher	Date
EDC	Booklet	<u>Stalking the Paperclip</u>	(project workers)	Cur. Dev. Assoc.	1970
	"	<u>Making a Skin Sled</u>	"	"	"
	"	<u>Building an Igloo</u>	"	"	"
	"	<u>Eskimo Games</u>	"	"	"
	"	<u>Iqloolik</u>	"	"	"
MATCH	Source Bk. I	<u>Everyday Things in Ancient Greece</u>	M. and C.H.B. Quennell	G. P. Putnam, N.Y.	1968
	II	<u>Archaeologists and What They Do</u>	R. J. Braidwood	Franklin Watts, Inc., N.Y.	1960
	III	<u>Classical Greece</u>	C. M. Bowra	Time, Inc., N.Y.	1965
PSS	Story Bks	<u>A Day With Honau: A Hopi Indian Boy</u>	H. C. James	Melmont Pub., Chicago	1957
(Hop1)	"	<u>They Were Strong and Good</u>	Robert Lawson	Viking Press, N.Y.	1940
	"	<u>A Day in Oraibi: A Hopi Indian Village</u>	H. C. James	Melmont Pub., Chicago	1959

Project	Text or Material	Title	Author	Publisher	Date
PSS	Story Bks	<u>Woody's Big Trouble</u>	P. M. Martin	G. P. Putnam Sons, N.Y.	1967
(Hopi)	"	<u>The Sky Was Blue</u>	C. Zolotow	Harper and Row, N.Y.	1963
"	"	<u>Little Basket Maker</u>	Ann N. Clark	Melmont Pub., Chicago	1957
"	"	<u>The Indian and His Pueblo</u>	L. and R. Floethe	Chas. Scribners Sons	1960
"	"	<u>Little Hopi</u>	E. A. Kennard	Selective Educa- tional Equipment (SEE)	1971
"	"	<u>Morning Star</u>	M. Butterfield and D. L. Brown	Reprinted by SEE	1971
(Ashanti)	"	<u>My Village in Ghana</u>	Sonia and Tim Gidal	UA	UA
"	"	<u>Kwaku, A Boy of Ghana</u>	G. Warren Schloat, Jr.	UA	UA
"	"	<u>Playtime in Africa</u>	Efua Sutherland	UA	UA

Project	Text or Material	Title	Author	Publisher	Date
PSS	Story Bks	<u>The Hat Shaking Dance and Other Ashanti Tales from Ghana</u>	Harold Courlander	UA	UA
		(Ashanti)			
"		<u>Charity and Grandma</u>	Pamela	UA	UA
"		<u>Charity</u>	Pamela	UA	UA
"		<u>Ghana in Pictures</u>	Lydia Verona Zemba	UA	UA
"		<u>Vulture! Vulture!</u>	Efua Sutherland	UA	UA
"		<u>Our Drums and Drummers</u>	J. H. Kwabena Nketia	UA	UA
"		<u>The Adventure of Coalpot</u>	Nana Adoma	UA	UA
"		<u>Kwasi and the Parrot</u>	Geraldine Kaye	UA	UA
"		<u>Ghana Junior Atlas</u>	(no author)	Thomas Nelson and Sons, Ltd.	
"		<u>Great Day in Ghana</u>	Geraldine Kaye	SEE	1972
"		<u>Kwabena</u>	Ellen L. Bolline	UA	UA
"		<u>The Ashanti of Ghana</u>	Sonia Bleeker	UA	UA
"		<u>My Second Copy Book</u>	F. A. Gyampo	UA	UA

Project	Text or Material	Title	Author	Publisher	Date
ACSP	Readings I	<u>Studying Societies</u>	(project personnel)	Macmillan	1971
	" II	<u>Origins of Humanness</u>	"	"	"
	" III	<u>The Emergence of Complex Societies</u>	"	"	"
	" IV	<u>Modernization and Traditional Societies</u>	"	"	"
HSGP	Student Resource Book	<u>Geography in an Urban Age</u> ("The Geography of Culture Change")	Richard Hough and M. C. Kirkeberg	"	1970
	Student Manual	"	"	"	"

1.31 Q2 If materials other than a text were identified in 1.31-Q1, identify them in the chart below.

Project	Title	No. of Pages	Dimensions	Unit Costs	Cover: Hard, Soft, Other
				(Classroom sets of 40)	
ACP	<u>Concept of Culture (1-3)</u>	25-75	8½" x 11"	\$ 30.00	soft
	<u>Concept of Culture: An Introductory Unit (Kdgn)</u>	"	"	30.00	"
	<u>Development of Man and His Culture: New World Prehistory (1-3)</u>	"	"	80.00	"
	<u>Concept of Culture (4-6)</u>	"	"	60.00	"
	<u>Development of Man and His Culture: Old World Prehistory (4-6)</u>	"	"	80.00	"
	<u>Life Cycle (7-9)</u>	"	"	80.00	"
	<u>Urban Community (7-9)</u>	"	"	40.00	"
	<u>Language (5-7)</u>	"	"	25.00	"
	<u>Race, Caste, Prejudice (Secondary)</u>	"	"	120.00 (set of 30)	"
					122

Project	Title	No. of Pages	Dimensions	Unit Costs (Classroom sets of 40)	Cover: Hard, Soft, Other
ACP	<u>Political Anthropology: Values, Socialization, Social Control and Law</u>	25-75	8½" x 11"	\$ 40.00	soft
EDC	<u>Life Cycle</u>	4	varying	sold in sets	paperback
	<u>Information and Behavior</u>	71	"	"	"
	<u>Innate and Learned Behavior</u>	90	"	"	"
	<u>Natural Selection Problem Sheets</u>	32	"	"	"
	<u>Salmon</u>	8	"	"	"
	<u>Herring Gulls</u>	8	"	"	"
	<u>The Observer's Handbook</u>	30	"	"	"
	<u>Animals of the African Savannah</u>	23	"	"	"
	<u>Baboons</u>	36	"	"	"
	<u>The Baboon Troop</u>	23	"	"	"

Project	Title	No. of Pages	Dimensions	Unit Costs	Cover: Hard, Soft, Other
EDC	<u>Baboon Communication</u>	19	varying	sold in sets	paperback
	<u> DeVore Field Notes</u>	55	"	"	"
	<u>A Journey to the Arctic</u>	95	"	"	"
	<u>Songs and Stories of the Netsilik Eskimos</u>	64	"	"	"
	<u>Antler and Fang</u>	23	"	"	"
	<u>The Arctic and Arctic Animals</u>	38	"	"	"
	<u>On Firm Ice</u>	98	"	"	"
	<u>The Many Lives of Kiviok</u>	25	"	"	"
	<u>This World We Know</u>	27	"	"	"
	<u>The True Play</u>	18	"	"	"
	<u>Data Book</u>	81	"	"	"

Project	Title	No. of Pages	Dimensions	Unit Costs	Cover: Hard Soft, Other
MATCH	<u>Everyday Things in Ancient Greece</u>	247	6" x 9"	UA	hard
	<u>Archaeologists and What They Do</u>	175	"	"	"
	<u>Classical Greece</u>	173	9" x 11"	"	"
PSS	<u>A Day With Honau: A Hopi Indian Boy</u>	31	8½" x 8½"	"	"
(Hopi)	<u>They Were Strong and Good</u>	62	8½" x 10½"	3.77	"
	<u>A Day in Oraibi: A Hopi Indian Village</u>	31	8½" x 8½"	UA	"
	<u>Woody's Big Trouble</u>	47	8½" x 10½"	"	"
	<u>The Sky Was Blue</u>	26	8½" x 10½"	3.95	"
	<u>Little Basket Maker</u>	31	8½" x 7½"	UA	"
	<u>The Indian and His Pueblo</u>	32	8½" x 10½"	3.65	"
	<u>Little Hopi</u>	113	7" x 10"	UA	soft
	<u>Morning Star</u>	120	6" x 9"	"	"

Project	Title	No. of Pages	Dimensions	Unit Costs	Cover: Hard, Soft, Other
PSS (Ashanti)	<u>My Village in Ghana</u>	UA	UA	UA	UA
	<u>Kwaku, A Boy of Ghana</u>	"	"	"	"
	<u>Playtime in Africa</u>	"	"	"	"
	<u>The Hat Shaking Dance and Other Ashanti Tales from Ghana</u>	"	"	"	"
	<u>Charity and Grandma</u>	"	"	"	"
	<u>Charity</u>	"	"	"	"
	<u>Ghana in Pictures</u>	"	"	"	"
	<u>Vulture! Vulture!</u>	"	"	"	"
	<u>Our Drums and Drummers</u>	"	"	"	"
	<u>The Adventures of Coalpot</u>	"	"	"	"
	<u>Kwasi and the Parrot</u>	"	"	"	"
	<u>Ghana Junior Atlas</u>	"	"	"	"
	<u>Great Day in Ghana</u>	"	"	"	"

Project	Title	No. of Pages	Dimensions	Unit Costs	Cover: Hard, Soft, Other
PSS (Ashanti)	<u>Kwabena</u>	UA	UA	UA	UA
	<u>The Ashanti of Ghana</u>	"	"	"	"
	<u>My Second Copy Book</u>	"	"	"	"
ACSP	<u>Studying Societies</u>	73	8½" x 11	\$ 51.00	soft
	<u>Origins of Humanness</u>	127	"	105.00	"
	<u>The Emergence of Complex Societies</u>	112	"	70.80	"
	<u>Modernization and Traditional Societies</u>	120	"	48.15	"
HSGP	<u>Geography in an Urban Age</u> (Student Resource Book)	77	10" x 8½"	.75 ea.	"
	(Student Manual)	11	"	10/\$1.95	"

1.31 Q3 How durable do you judge each of the following materials to be?

Project	Text and Materials	0 very flimsy	1	2	3 moderately durable	4	5	6 very durable
ACP	All texts and readings				x			
EDC	All booklets				x			
MATCH	All source books						x	
PSS	Story books hard bound soft bound						x	
ACSP	All reading books				x			
HSGP	Student Resource Book Student Manual				x			

1.31 Q4 How appropriate is the language level of the following materials for the grade level(s) for which intended?

Project	Text	0 inappro- prie	1	2	3 somewhat appropriate	4	5	6 appro- prie
ACP	Texts			x				
	Readings			x				
EDC	Booklets						x	
MATCH	Source Book I						x	
	Source Book II					x		
	Source Book III				x			
PSS	All Story Books for							
	"Hopi Indian Family," and "Ashanti Family of Ghana"						x	
ACSP	Readings I-IV						x	
HSGP	Student Resource Book						x	
	Student Manual						x	

1.31 Q5 How appropriate is the style of writing of each of the following materials for the grade level(s) for which intended?

Project	Text	0 inappropriate	1	2	3 somewhat appropriate	4	5	6 appropriate
ACP	Texts and readings				x			
EDC	Booklets						x	
MATCH	Source Book I						x	
	Source Book II					x		
	Source Book III				x			
PSS	Story Book							
	"Hopi Indian Family" (all)						x	
	"Ashanti Family of Ghana" (all)						x	
ACSP	Readings I-IV						x	
HSGP	Student Resource Book						x	
	Student Manual						x	

1.31 Q6 How appealing is the overall appearance of these materials?

Project	Text	0 very un- appealing	1	2	3 somewhat appealing	4	5	6 very ap- pealing
ACP	All material				x			
EDC	Booklets						x	
MATCH	Source Book I						x	
	Source Book II					x		
	Source Book III					x		
PSS	Story Book							
	"Hopi Indian Family" (all)						x	
	"Ashanti Family of Ghana" (all)						x	
ACSP	All readings						x	
HSGP	Student Resource Book						x	
	Student Manual						x	

1.31 Q7 How many of each of the following are included in the student materials listed below? Indicate "0," "some," or "many" in each category.

Project	Text	Color Photos	B/W Photos	Drawings	Maps	Charts
ACP	Texts	0	0	some	some	some
	Readings	0	0	some	some	some
EDC	Booklets	0	some	many	some	some
MATCH	I	0	0	0	0	0
	II	some	many	many	some	some
	III	many	0	some	0	some
PSS	Story Book: "Hopi Indian Family" (all) "Ashanti Family of Ghana" (all)	0	0	many	0	0
ACSP	I-IV	0	some	many	some	some
HSGP	Student Resource Book	0	many	some	many	some
	Student Manual	0	0	0	many	many

1.32 Q1 If there is a teacher's guide fill in its title and other information on the first line below. If there are other printed teacher's materials, identify them in the first column of the table and give the appropriate information in other columns.

Project	Teacher's Guide and Materials	Title	Author	Publisher	Date
ACP	Teacher Guide	<u>Concept of Culture: An Introductory Unit</u>	(project personnel)	project	1970
"	"	<u>Concept of Culture (grades 1 and 4)</u>	"	"	"
"	"	<u>The Development of Man and His Culture: New World Prehistory</u>	"	"	"
"	"	<u>The Development of Man and His Culture: Old World Prehistory</u>	"	"	"
"	"	<u>Language</u>	"	"	"
"	"	<u>Culture Change</u>	"	"	"
Teacher Material		<u>Teacher's Essays</u>	"	"	"

Project	Teacher's Guide and Materials	Title	Author	Publisher	Date
EDC	Teacher Material	<u>MACOS Talks to Teachers</u>	(project personnel)	project	1970
	Teacher Guide	<u>MACOS A Guide to the Course</u>	"	"	"
	"	<u>Introductory Lessons-- Salmon</u>	"	"	"
	"	<u>Introductory Lessons-- Herring Gulls</u>	"	"	"
	"	<u>Introductory Lessons-- Baboons</u>	"	"	"
	"	<u>Netsilik Eskimos of the Inland Camps</u>	"	"	"
	"	<u>Netsilik Eskimos on the Sea Ice</u>	"	"	"
MATCH	"	<u>A House of Ancient Greece</u>	C. Cole and N. Olson	American Science and Engineering	Boston 1969

Project	Teacher's Guide and Materials	Title	Author	Publisher	Date
PSS	Teacher Guide	<u>The Hopi Indian Family</u>	Chas. L. Mitsakos	SEE	1971
	Rationale	<u>Rational and Overview</u>	Edith West	"	"
	Originals for duplicating masters	Outline Map of U.S. A Family Structure Sheet Hopi Song Lyrics and Chants	UA	"	"
	Teacher Guide	<u>The Ashanti Family of Ghana</u>	Mitsakos and West	"	"
ACSP	Teacher Guide	<u>Studying Societies</u>	(project personnel)	Macmillan	"
	"	<u>Origins of Humanness</u>	"	"	"
	"	<u>The Emergence of</u>	"	"	"
	"	<u>Complex Societies</u>	"	"	"
	"	<u>Modernization and</u>	"	"	"
	"	<u>Traditional Societies</u>	"	"	"
HSGP	Teacher Guide	<u>Geography in an Urban Age ("The Geography of Culture Change")</u>	Richard Hough and M. C. Kirkeberg	"	1970

1.32 Q2 Complete the following table, giving information on the teacher's guide and the other materials (if any) identified in 1.32-Q1.

Project	Teacher's Guide and Materials	No. of Pages	Dimension	Cover: Hard, Soft, Other	Price
ACP	<u>The Concept of Culture</u>	40	8½" x 11"	soft	included in class set
	<u>The Development of Man and His Culture: New World Prehistory</u>	38	"	"	"
	<u>Essays</u>	53	"	"	"
	<u>The Concept of Culture</u>	35	"	"	"
	<u>The Development of Man and His Culture: Old World Prehistory</u>	55	"	"	"
	<u>Essays</u>	75	"	"	"
EDC	<u>MACOS Talks to Teachers</u>	128	"	"	"
	<u>MACOS A Guide to the Course</u>	48	"	"	"
	<u>Introductory Lessons--</u>				
	<u>Salmon</u>	62	"	"	"
	<u>Herring Gulls</u>	52	"	"	"
	<u>Baboons</u>	89	"	"	"
	<u>Netsilik Eskimos at the Inland Camps</u>	95	"	"	"

Project	Teacher's Guide and Materials	No. of Pages	Dimension	Cover: Hard, Soft, Other	Price
EDC	<u>Netsilik Eskimos on the Sea Ice</u>	90	8½" x 11"	soft	included in class set
MATCH	<u>A House of Ancient Greece</u>	73	"	paper	
PSS	Teacher's Guide (Hopi) Rationale and Overview Originals for duplication masters	91 38 3	8 3/4" x 11½" 6" x 9" 9" x 11"	soft " --	-- -- --
	Teacher's Guide (Ashanti)	UA	UA	soft	--
ACSP	<u>Studying Societies</u>	44	8½" x 11"	"	\$1.05
	<u>Origins of Humanness</u>	72	"	"	1.05
	<u>The Emergence of Complex Societies</u>	63	"	"	1.35
	<u>Modernization and Traditional Societies</u>	30	"	"	.96
HSGP	<u>Geography in an Urban Age</u>	66	10" x 8½"	"	included in material

		ACP	EDC	MATCH	PSS	ACSP	HSGP
1.32	Q3 Does the teacher's guide include the student text?	No	No	NA	NA	No	No
	Q4 through Q10. Information in this section refers only to the teacher's guide (if any). For each item listed in the first column, indicate by checking "yes" in the second column whether it is contained in the guide. (very poor, average, very good, 0-6)						
	Q4 Rationale for the materials	Yes 3	Yes 6	Yes 4	Yes 5	Yes 5	Yes 4
	Q5 Student Objectives	Yes 3	Yes 5	Yes 3	Yes 6	Yes 4	Yes 6
	Q6 Teaching strategies	Yes 3	Yes 5	Yes 4	Yes 6	Yes 6	Yes 5
	Q7 How to use the materials to meet individual student needs	Yes 3	Yes 3	Yes 3	Yes 5	Yes 3	Yes 5
	Q8 Background information to help the teacher understand the materials	Yes 3	Yes 6	Yes 5	Yes 5	Yes 6	Yes 5

		ACP	EDC	MATCH	PSS	ACSP	HSGP
1.32	Q9 Other characteristics(s) (specify)	NA	NA	NA	NA	NA	NA
	Q10 Overall quality of the guide	3	5	4	5	5	5
1.33	<u>Other Media</u>						
	Q1 Check the types of media items that are a part of the materials						
	films	x	x				
	video tapes	x					
	records	x	x			x	
	display sets		x	x		x	
	transparencies		x			x	x
	filmstrips		x	x	x	x	x
	slides		x				
	artifacts			x	x	x	
	spirit masters					x	
	carrying case			x	x		
	photos						
	charts		x	x	x		
	maps					x	
	a-v teacher training material		x				
	games		x		x		
	audio tapes						

	ACP	EDC	MATCH	PSS	ACSP	HSGP
1.33 Q2 If one or more of the media items are checked, indicate your overall judgement of the substantive quality of these items. (very poor - average - very good, 0-6)	5	5	5	5	5	5
Q3 If one or more of the media items are checked, indicate your overall judgement of the physical and technical quality of these items. (very poor - average - very good, 0-6)	4	5	5	5	5	5

Q4 For each item checked in 1.33-Q1, write in your narrative a description of the item, indicating all descriptors appropriate to the particular item.

ACP

The film and video tape were not available for viewing. The record is a 33 1/3 L.P. that is used in the language unit to demonstrate various types of dialects.

EDC

Man: A Course of Study offers sixteen 16mm color films that are also available in super 8 sound cartridges. There are records "In the Field" which consist of two 7 inch discs and "Words Rise Up" which consist of two 12 inch discs. There are two filmstrips and seven sets of slides. There is a series of maps, photographs and posters. There are games and game supplies and miscellaneous items consisting of environment boards and Eskimo cards.

1.33 MATCH

MATCH offers a great number of artifacts. There are coin and pottery fragments. There are reproductions of Greek statuary in human and animal form. There are five full sized reproductions of Greek red figured pottery. There are metal items in the form of jewelry, fish hook, spoon, strygil (body scraper), stylus, nail and fibula (safety pin). There are other assorted materials including a toga, knucklebones, mortar and pestle, olive oil, loom weight and wax tablet. There are maps of Greece and the Villa of Good Fortune. There are filmstrips and original photos of excavations. There is a set of archaeologist field notes and a research guide.

PSS

The "Hopi Indian Family" - There is a carrying case of strong vinyl. There are thirty 11 x 14 inch study prints. There are two film strips showing both contemporary and traditional Hopi life. There is an audio tape cassette of Hopi legends and songs. There are three magnetic compasses used in geographic skills. There is an ear of corn. There are four authentic artifacts consisting of yucca sifting basket, kachina doll, pottery bowl, and Hopi toy.

The "Ashanti Family of Ghana" - There are twenty 11 x 14 inch study prints. There are two filmstrips depicting Ashanti life in Ghana. There is a pre-recorded audio tape cassette containing Ashanti legends and music. There are three magnetic compasses used in geographic skills. There are cocoa beans. There is a set of six authentic artifacts consisting of a small Ashanti stool, Kenete ceremonial cloth, gold weight, akuaba doll, and an aware board with seeds.

1.33 ACSP

ACSP provides a great variety of materials in each of its four unit kits. Unit one "Studying Societies" provides two records and two filmstrips. There is a set of overhead transparencies and blackline masters. Unit two "Origin of Humanness" provides overhead transparencies, five cast artifacts, three wall charts, nineteen evidence cards and four blackline masters. Unit three "The Emergence of Complex Societies" provides a record, three filmstrips, three casts of artifacts and overhead transparencies. Unit four "Modernization and Traditional Societies" provides a record, filmstrips, thirty-six photo exhibit study prints and four blackline masters.

HSGP

HSGP's unit on cultural geography provides a filmstrip and originals for making transparencies.

	ACP	EDC	MATCH	PSS	ACSP	HSGP
1.33 Q5 To what extent are the media other than printed materials an essential and integral part of the total package? (very little - somewhat - very much, 0-6)	1	5	6	5	5	5
1.34 Tests						
Q1 Are student tests on the material provided? If "yes" indicate the predominant type or types of tests by marking one or more checks on the scale below. (multiple choice = M.C.)	Yes M.C.	No	No	No	No	No

		ACP	EDC	MATCH	PSS	ACSP	HSGP
1.34	Q2 If any tests are provided, describe them further, including: 1) number of tests and number of items per test; 2) whether the tests are intended to "cover" all of the materials; or, if not, what proportion of materials is covered. (pre- and post grades 2 and 5)	x	NA	NA	NA	NA	NA
	Q3 What is the cost per student for all available tests? (included with classroom set)	x	NA	NA	NA	NA	NA
	Q4 Are norms for tests available? If "yes" describe their nature. If they are not supplied with the materials, how can they be obtained?	No	NA	NA	NA	NA	NA
	Q5 How valid do you judge the tests to be? (invalid - adequately valid - very valid, 0-6)	5	NA	NA	NA	NA	NA
	Q6 How reliable do you judge the tests to be? (unreliable - moderately reliable - very reliable, 0-6)	5	NA	NA	NA	NA	NA

1.35

Costs

Q1 The calculation of cost for classroom use of curriculum materials is difficult and complex. This question is to help the analyst summarize and analyze the total costs of adopting a particular curriculum materials package.

ACP

The K-3 materials come in sets of 40 at a cost of \$30.00. The K-3 "Development of Man and His Culture--New World Prehistory" in a set of 40 materials costs \$80.00. The 4-6 "Concept of Culture" set of 40 materials costs \$60.00. "The Language" set of 40 materials costs \$25.00. The 4-6 "Development of Man and His Culture--Old World Prehistory" set of 40 materials costs \$80.00. The junior high "Life Cycle" set of 40 materials costs \$80.00; "Race, Caste, and Prejudice" for this grade level is available (price not listed), and "Urban Community" set of 40 materials costs \$40.00. The senior high material "The Changing World Today and How Change Takes Place" is available in the form of teacher's essay for \$2.00. There is an additional unit on "Political Anthropology" for the high school which is available in sets of 40 at a cost of \$40.00. A sampler set is available from ACP for most units at a cost that ranges from \$5.00 to \$8.00.

EDC

The total package of materials including films and projector in five round sets of 30 each (for 150 students) could cost up to \$3,495. Classroom sets of printed materials are available at lower costs. There is a sampler kit which is available for \$13.00.

MATCH

The kit is available for \$525.00. Replacement items will have varying costs depending on the item.

PSS

All of the kits in "The Family of Man" series cost \$174.00.

144

1.35 ACSP

The entire 16 week course costs \$275.00. The units may be purchased separately. "Studying Societies" costs \$51.00; "Origins of Human-ness" costs \$105.00; "The Emergence of Complex Societies" costs \$70.80; and, "Modernization and Traditional Societies" costs \$48.15.

HSGP

A classroom set of the cultural unit materials costs \$67.80 and subsequent years materials to replace the consumable student manuals cost \$19.80.

	ACP	EDC	MATCH	PSS	ACSP	HSGP
1.35 Q2	Are there costs other than those indicated above which a school or school district might incur if these materials are used? No					
	No	No	No	No	No	No

1.4 Dominant Instructional Characteristics

Q Describe the dominant types of teaching and learning activities that are prescribed or suggested by these materials.

ACP

Vocabulary is used to introduce the child to the discipline and methodology of anthropology.

EDC

This course (MACOS) uses an inductive-discovery model that centers on the learning of concepts and generalizations through discussion techniques.

MATCH

This is a non-verbal discovery approach that makes great use of artifacts to reconstruct a past culture.

1.4 PSS

Very young children are introduced to hypothesis skills developed through an inquiry approach to problem solving and concept building.

ACSP

This project introduced the student to the methodology and discipline of anthropology. Anthropology data and evaluation methods are used.

HSGP

Discovery and inquiry techniques which stress the learning of concepts and generalizations are applied to cultural geography.

	ACP	EDC	MATCH	PSS	ACSP	HSGP
1.41 Roles of Teacher and Students						
Q1 How much initiative for undertaking learning activities is taken by students; how much by the teachers? (mostly by students - balanced - mostly by teacher, 0-6)	5	2	2	5	3	2
Q2 How much class time is taken by teacher exposition? (none - moderate - very much, 0-6)	5	3	3	4	3	3
Q3 To what extent can students proceed at their own individual paces? (very little - moderate - very much, 0-6)	1	3	0	3	3	1

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	ACP	EDC	MATCH	PSS	ACSP	HSGP
1.42 <u>Types of Learning Activities</u>						
Q1 How much variety in learning activities is there? (very little - moderate - very much, 0-6)	2	5	5	5	4	5
Q2 How much variety of grouping for classroom activity is there . . . ? (very little - moderate - very much, 0-6)	2	3	2	4	3	4
Q3 How much use is made of community resources, brought into the classroom? (little or none - moderate - very much, 0-6)	2	1	1	3	3	2
Q4 How much use is made of community resources, outside the classroom? (little or none - moderate - very much, 0-6)	1	1	1	3	2	2
1.5 <u>Performance Data Availability</u>						
Q1 How much information on performance results of these materials is available? (none - moderate - very much, 0-6)	5	4	2	2	2	5
						147

	ACP	EDC	MATCH	PSS	ACSP	HSGP
1.5 Q2 If data are available, how unfavorable or favorable are they with respect to the intended results? (very unfavorable - moderately favorable - very favorable, 0-6)	4	5	UA	UA	UA	5

1.51 Curriculum Project Report(s)

Q Are there any reports from the project which include performance data on the materials? If "yes" describe the report, how it can be obtained and what the performance data show.

ACP

Yes--write to the project--researcher and teachers were generally favorable to the teaching of anthropology. Wash conducted an experiment that showed that elementary children could learn anthropology materials. Testing not available for "Life Cycle" and "Political Anthropology." Teacher training in anthropology found to be unnecessary.

EDC

Yes--write to the project--the results on tests showed that student scores improved significantly with the use of MACOS materials. Teachers indicated a positive feeling for the materials and its style of teaching.

MATCH

Not available--final report from the project is available. Write the project.

1.51 PSS

(The Family of Man)--not available--The final report of the project contains a report of the "Speedier Project." The data deal with implementation of the program. Speedier Project, Dr. Thomas S. Hamill--director, "Preliminary Report on Social Studies Pilot Report," March 1969 (mimeographed).

ACSP

Not available--final report from the project is available. Write the project. Research data reported in ERIC is not of value in this report.

HSCP

Yes--write to the project. This project was widely tested and the results indicate that the materials facilitated cognitive learning.

	ACP	EDC	MATCH	PSS	ACSP	HSGP
1.52 <u>Producer's or Publisher's Report(s)</u> Q Are there any reports from the producer or publisher of the materials which include performance data? If "yes" describe the report, how it can be obtained, and what the performance data show. 1. write project; 2. performance tests; 3. survey results	Yes 1 2	Yes 1 3	No	No	No	Yes 1 2 3
1.53 <u>School System Report(s)</u> Q Are there any reports from school systems which include performance data? If "yes" describe the report, how it can be obtained, and what the performance data show. 1. write project; write ERIC/ChES	Yes 1 2	Yes 1 2	No	No	No	Yes 1 2
1.54 <u>Research Report(s)</u> Q Are there any research reports which include performance data on these materials? If "yes" describe the report, how it can be obtained, and what the performance data show. 1. write project; 2. write ERIC/ChES; 3. achievement data; 4. survey results	Yes 1 2 3	Yes 1 2 4	No	No	No	Yes 1 2 3

1.6

References

Q List the one or two most useful references which give information about the materials in addition to the information found in the materials themselves.

ACP

Norris M. Sanders and Marlin L. Tanck, "Critical Appraisal of Twenty-Six National Social Studies Projects," Social Education, April 1970, pp. 409-12.

E. Fenton and J. M. Good, "Project Social Studies: A Progress Report," Social Education, April 1965, pp. 206-12.

Elmer Clawson, et al., "Anthropology Curriculum Project, Curriculum Materials Analysis, #88," Boulder, Colorado, SSEC, February 1969, 42 pp.

Marion J. Rice, "Evaluation in the Anthropology Curriculum Project: University of Georgia," mimeographed, University of Georgia: Anthropology Curriculum Project, 1969, 9 pp.

EDC

Norris M. Sanders and Marlin L. Tanck, "Critical Appraisal of Twenty-Six National Social Studies Projects," Social Education, April 1970, pp. 389-93.

"Teaching Man to Children," Time, January 19, 1970, p. 50.

"Man: A Course of Study," Cambridge, Mass. Education Development Center, Inc., 1969, 12 pp.

1.6 MATCH

F. H. Kesse, "Materials and Activities for Teachers and Children: A Project to Develop and Evaluate Multi-Media Kits for Elementary Schools," Vol. I and II, Boston, Mass.: The Children's Museum, 1968.

Norris M. Sanders and Marlin L. Tanck, "Critical Appraisal of Twenty-Six National Social Studies Projects," Social Education, April 1970, pp. 445-6.

PSS

Norris M. Sanders and Marlin L. Tanck, "Critical Appraisal of Twenty-Six National Social Studies Projects," Social Education, April 1970, pp. 402-04.

E. Fenton and J. Good, "Project Social Studies: A Progress Report," Social Education, April 1965.

ACSP

Merle M. Knight, "Anthropology Curriculum Study Project," Curriculum Materials Analysis #92," Boulder, Colorado: Social Science Education Consortium, Inc., July 1969, 19 pp.

Norris M. Sanders and Marlin L. Tanck, "Critical Appraisal of Twenty-Six National Social Studies Projects," Social Education, April 1970, pp. 413-14.

HSGP

D. Patton (ed.), From Geographic Discipline to Inquiry Student, Association of American Geography, 1970, 104 pp.

M. Krug, et al., "High School Geography Project," The New Social Studies Analysis of Theory and Materials, Itasca, Ill.: Peacock Press, 1970, pp. 88-112.

1.61 Further References

Q1 In addition to the citations in 1.6-Q, list other references that give useful information about the materials.

ACP

CMA completed by E. Clawson, J. Lowrie and J. Macey in February 1969 at the Social Science Education Consortium, Boulder, Colorado.

The Data Book published by the Social Science Education Consortium, Boulder, Colorado.

EDC

CMA's completed at the Social Science Consortium and the Data Book published by the Social Science Consortium, Boulder, Colorado.

MATCH

CMA's completed at the Social Science Consortium and the Data Book Social Science Consortium, Boulder, Colorado.

PSS

(The Family of Man) There are descriptive documents available through ERIC/ChESS. See Speedier Project, Thomas S. Hamill, director, "Preliminary Report on Social Studies Projects," (mimeographed), March 1969.

ACSP

CMA's and the Data Book published by the Social Science Education Consortium. Paper #92 published by the Social Science Education Consortium, Boulder, Colorado.

HSGP

CMA's and Data Book published by the Social Science Education Consortium. Paper #92 published by the Social Science Education Consortium, Boulder, Colorado.

Robert B. Pratt, "A Historical Analysis of The High School Geography Project as a Study in Curriculum Development," unpublished Doctoral Dissertation, University of Colorado, 1970.

	ACP	EDC	MATCH	PSS	ACSP	HSGP
1.61 Q2 In general, how useful are all these references in sup- plying additional information about the materials? (useless to very useful, 0-6)	5	5	5	5	5	5

SUMMARY OF SECTION 1.0

This part of the CMA was concerned with the physical and substantive characteristics of project materials. This portion of the CMA also served to provide a general overview of each project. The characteristics of the projects include: the subject content; prescribed grade levels of use; particular types of students, teachers or communities for whom the materials were designed; lists of printed and non-printed materials; cost information; types of learning activities; performance data; and reference sources.

Based upon the definitions and limitations stated in Chapter II, six projects contained material that was anthropological. These six projects or units are very different in that they were designed for different grade levels and have very different scopes of coverage.

The Anthropology Curriculum Project materials were designed to be used as supplementary materials for present social studies programs. They concentrated on the written word and required the student to be a fairly good

reader. The materials included a student text, teacher's guide, and tests for classroom use.

These materials used a unique sequential approach, the same text was used at different levels to reinforce and expand the principal concepts of the material. Most of the material came in class sets of forty which were reasonably priced because they consisted of stapled soft covered books with mimeographed pages. For this reason, these materials were not as durable as hard bound texts. The teacher's guide contained information on the instruction rationale and teacher strategy. While most projects offered a wide variety of multi-media materials, this project did not, and this is one reason why it was less expensive than other projects. This project was the only one of the anthropology projects or units which included classroom tests. The tests were used in a pretest-posttest strategy.

The materials were designed to provide the student with the terminology and vocabulary of anthropology through which he should gain a grasp of the discipline's concepts. Most of the student activities centered around and were dominated by the teacher. Student activities were not as varied as those in some of the other anthropology projects and units.

Project personnel ran several experiments to determine if the materials could be learned by elementary children. The results were favorable. Other experiments were conducted to determine the effect of teacher preparation in anthropology on the materials. These experiments showed that preparation in anthropology was not necessary to achieve favorable results with the material.

Man: A Course of Study was designed as a one year social studies course for the fifth grade. The materials included teacher's guides, a great variety of student booklets, and a large number of different types of non-printed material. There was a series of 16mm (or super 8) films available for this project which made it unique among the other anthropology projects and units. It was also one reason why this project was so expensive. There were no student tests or traditional types of text materials. This project would be most attractive to large school districts which have the facilities to coordinate the circulation of the A-V materials.

The materials were very attractive and well written, suitable for the average student of most school districts throughout the nation. The student materials or booklets were soft covered, stapled materials only designed for

classroom use. Most likely there would be a yearly replacement cost due to damage and loss, however, this cost should be nominal. The materials drew their rationale and strategy from the works of Bruner who aided in the assembly and organization of these materials. In the materials, there was a great variety of student activities which used both individual and group efforts.

This project was tested on a wide basis in public schools throughout the nation. Teachers and students were asked to respond to the materials and to give their overall reaction to the course. The field testing results were considered favorable. Teachers, especially, reacted positively to the style and strategy of the materials.

Materials and Activities for Teachers and Children came in kit form and were referred to as MATCH boxes. "A House of Ancient Greece" was one of several kits offered by this project. Besides kits, the Boston Childrens' Museum offered plans for teachers who would like to assemble or make their own materials.

"A House of Ancient Greece" was designed as a supplemental unit for the upper elementary school. This material was unique from the rest of the anthropology

projects and units in its non-verbal approach to learning for it relied heavily on the process of "sifting through" the artifacts and other evidence in order to reassemble a past culture.

The kits came with a carrying case which had separate containers for the artifacts. There were also resource books that provided background materials on ancient Greek life. Because of the artifacts, this four week unit was quite expensive, and since many of the items it contained had proven to be fragile, the expense was even greater. However, the materials were beautifully done in a very authentic way. The activities were student centered and based on team work. Students were motivated by the role playing aspects of the materials which were free from the usual types of verbal requirements.

This project used teachers and students to test and react to the materials in the pre-commercial phase of its development. Teachers provided daily reactions to the materials as well as their overall judgments of the unit. The results of this phase of the project were reported in the final report of the project.

The University of Minnesota Project Social Studies Curriculum Center had developed a K-12 social studies program which could be adopted by school districts as a complete social studies program. However, the units that were available for analysis and were considered anthropology, were two of the primary units--"Hopi Indian Family" and "Ashanti Family of Ghana."

The units came in kit form, and the kits were self contained. The project utilized a multi-disciplinary approach, but the units identified above used anthropology as the predominant discipline and could be used as discrete units in anthropology. The materials were designed as eight-week units and contained an exceptionally well designed teacher's guide, a separate rationale and overview for the project's entire program, a set of carefully selected hard-bound reading books which were to be read to the class by the teacher, and many non-verbal media which were made up of artifacts, photos, and compasses. There were no individual student materials.

The cost of these materials was reasonable for this type of kit. The most unique quality of this project was the careful attention which was paid to the development of its rationale, strategy, flexibility, and

attitude development. Project activities centered on discussion and the development of rational thought.

Evaluative data were generally lacking. This project had not completed its evaluative work though some preliminary information was available. However, schools have field tested many of these units with positive teacher reactions, and it was expected that these materials would be widely accepted.

The Anthropology Curriculum Study Project has been working over the past ten years to develop a one semester (or 16 week) anthropology course for the high school level. This project offered a four-unit, one-semester course that contained a separate teacher's guide for each unit, separate student reading books, filmstrips, records, and artifacts for each unit. The materials were packaged in four colorful unit boxes. All of the reading materials were soft-covered, staple or spiral-wire bound.

The rationale and strategy of these materials were not as well developed as some other anthropology projects or units. However, the course was built upon a strategy that tied the separate units together as the student learned how to handle cultural data. This project was strongly discipline oriented and stood out as a social science approach to anthropology.

The costs of these materials were considered reasonable. The student materials would need periodic replacement, but they were as sturdy as most soft-bound materials. The teacher's guides provided the teacher with student activities most of which required teacher leadership. The materials were designed for teachers with no formal experience in the field of anthropology as were all of the other anthropology project and unit materials.

There was a general lack of evaluative data although there was a final report from the project. There were some experimental data available, but they were not of the type that compared performance or achievement with other materials.

The High School Geography Project had produced a six unit, one-year course for the secondary level. The unit on cultural geography (which stressed culture concepts) could be used as a four-week, discrete unit on anthropology.

The materials in the culture unit consisted of a teacher's guide, student resource books, a consumable student manual, and a filmstrip. The printed materials were soft-covered and staple bound.

This unit contained a well developed rationale and instructional strategy. There were many student activities which were meant to supplement classroom work and individualize the materials. The classroom activities centered on discussion methods and the sharing of ideas using a discovery-inquiry strategy. The costs of the materials were considered reasonable though student material would need to be replaced because the student manual was consumable and the resource book was staple bound.

The outstanding feature of this project was the great amount of field testing which went into the development of each separate unit before it became commercially available. Teachers and students had a major role in the final outcome of the unit materials.

SECTION II

Section II of the CMAS deals with the rationale and objectives of the project and unit material. Rationale is the philosophic position of the curriculum developer on educational issues as they were stated by him and/or reflected in the materials. Objectives are described as ways in which students are to change their behavior, thinking, or values after being exposed to the materials. Answers for this section were taken from explicit statements by the developer(s) or from inferences made by the analyst based on the unit or course materials.

2.0 Rationale and Objectives

Anthropology Curriculum Project (ACP). The authors of this project stated that

any field of knowledge, such as anthropology, consists of a system of concepts, or word labels, which are used to express ideas and relationships. An understanding or mastery of any field of knowledge begins with an understanding of the concept system, the meaning of which expands and develops as the knowledge of the discipline is extended.¹

¹A Sequential Curriculum in Anthropology, Brochure published by the Anthropology Curriculum Project, University of Georgia.

This project attempted to teach the academic discipline of anthropology by stressing the mastery of anthropology terminology as the basis for understanding the discipline.

Education Development Center (EDC). Man: A

Course of Study was based upon Bruner's theory of learning as stated in his book The Process of Education.

Bruner argued that a student can learn any discipline if proper selection and ordering of the content was done in such a way that the child could uncover the structure of the discipline and the conceptual relations between the parts that make up the structure. The project developers hoped to develop student skills for evaluating the human condition, an understanding for the commonality of man with the animal world as well as appreciation for the uniqueness of the human condition.

Materials and Activities for Teachers and Children

(MATCH). This project provided materials that should lead to both cognitive and affective learning through non-verbal learning activities. By working through the materials, a student uncovered facts and concepts in reconstructing an ancient Greek house. The stress was on

archaeological methodology and the development of insights into an appreciation of ancient Greek life. The student benefited from comparing his cultural setting with those of the past. The experiences of being involved in reconstructing a past culture from its remains gave him insights into the world of a working archaeologist. The student also benefited by comparing his ideas with those of his peers who were working on the same project.

University of Minnesota Project Social Studies Curriculum Center (PSS). The Family of Man units were designed to have children become both nation-minded and world-minded. Children were encouraged to develop an appreciation of human behavior and cultural differences. Primary children were introduced to inquiry skills including those of hypothesis formation and testing. This project stressed geographic skills and attitude formation. Though this project's units were interdisciplinary, the units analyzed in this study stressed cultural understanding.

Anthropology Curriculum Study Project (ACSP).

The Anthropology Curriculum Study Project attempted to give the student an appreciation for his culture through an understanding of how cultures develop and change. The materials developed in the student the skill of recognizing certain universal patterns found among all peoples. The materials also developed an understanding of what it meant to be human from evidence which has accumulated over the past two million years. A student gained an understanding of how human institutions evolved and how they affected human existence, as well as an understanding for the change from a pastoral life to an urban industrial system. These materials provided the student with the type of evidence and the methodology used by the anthropologist.

High School Geography Project (HSGP). Unit three which dealt with cultural geography attempted to develop techniques to aid the student in handling abstract cognitive skills by discovering concepts or generalizations about cultural development and change. It traced the emergence of culture, diffusion of culture, and conceptual differences among cultures. The project stressed the discovery method and attempted to get students to use the data as a basis for extrapolation to other settings.

		ACP	EDC	MATCH	PSS	ACSP	HSGP
2.0	Q1 Can the author's rationale be found explicitly and clearly in the materials or in other sources available to the analyst? Can it be found implicitly? (non-existent or impossible to discover - implicit and fairly clear - explicit and very clear, 0-6)	5	5	5	5	3	5
	Q2 How clear is the author in setting forth his objectives? (very obscure - fairly clear - very clear, 0-6)	5	5	4	5	4	5
	Q3 To what extent do you, the analyst, agree with the author's rationale and objectives? (not at all - to some extent - to great extent, 0-6)	2	4	5	5	4	4

2.1 The Individual and Society

Q1 What is the nature of the individual and of society, and how are the individual and society related to each other?

ACP Unavailable information

EDC Man is a highly complex social being who has natural social inclinations as part of his adaptive processes.

MATCH The individual is the product of his cultural environment. Society is not only the product of man, but it also shapes his behavior.

PSS The individual holds membership in society, and society shapes his life style and values.

ACSP This project sees the individual in terms of biological and social development. Man is a highly complex biological animal who has a gregarious social nature that enables him to use his physical environment to his advantage.

HSGP Man is a product of his cultural heritage. His concepts and attitudes are colored by societal forces.

Q2 What goals should education foster for the individual and for society? To what extent are these goals compatible, to what extent in conflict?

ACP

Education should give man the tools and concepts that allow him to better adjust to his social and physical environment.

EDC

Bruner stated that education should foster methods that enable man to solve complex problems by learning problem-solving processes rather than factual information. Man and society conflict when society becomes rigid and unyielding to new ideas and events.

MATCH

Education should enable the student to think critically in creating an awareness of his inherited social setting and the forces at work that shape his society.

PSS

Education should encourage the individual to evaluate his attitudes through an understanding of his cultural setting which is obtained through a study of other cultures.

ACSP

The individual should learn the processes and techniques of anthropology inquiry in order to better understand his and other's cultural patterns.

HSGP

Education should aid individuals in becoming critical thinkers and problem solvers. Society must be flexible enough to allow the individual latitude in finding solutions to pressing problems.

	ACP	EDC	MATCH	PSS	ACSP	HSGP
2.11 <u>Nature of the Individual</u>						
Q1 How much control does the author think individuals have over their own successes and failures? (little or none - moderate amount - great deal, 0-6)	4	4	5	4	5	4

Q2 What other assumptions or views does the author have with respect to the nature of the individual?

ACP Man learns to understand complex concepts through a sound understanding of basic terms and symbols.

EDC Man is a highly complex creature capable of sophisticated mental thought and universal emotional understanding.

MATCH Modern man has characteristics in common with historic man.

PSS The individual is capable of complex thought processes at an early age if the materials are presented in a digestible form.

ACSP Man is a biologically evolved animal whose genetic characteristics have endowed him with a unique intelligence that has enabled him to develop cultural patterns.

HSGP

The individual is capable of examining his culture by studying the processes of cultural evolution and diffusion.

2.12 Goals for the Individual

Q What goals for education does the author think are most important?

ACP

Education must equip the student with the cognitive skills and learning habits that enable him to handle complex subject matter.

EDC

Education should aid the student in developing an understanding of human behavior and the role of culture in that behavior.

MATCH

Students can and should learn from nonverbal materials and experiences.

PSS

Education should develop problem solving techniques in the child at an early age. The processes of critical thinking will aid the child in many diverse situations.

ACSP

A student should learn to understand himself and his culture. Learning anthropological concepts and methods will help attain this goal.

HSGP

The student should become a capable thinker, able to handle cognitive reasoning by learning discovery-inquiry techniques.

2.13 Nature of Society

Q What is the general nature of society? Is it good or bad? Flexible or rigid?

ACP

The project writers do not comment on the general nature of society, but it can be assumed from the material that they believe it is neutral and flexible.

EDC

It can be inferred from the project that society is neutral and very flexible.

MATCH

Society is neutral and should be flexible if it is to remain viable.

PSS

Society is neutral, and its many patterns reflect man's attempt to adjust to his environment.

ACSP

Society is the creation of man and is part of his heritage. Its nature is a reflection of his social rules and values and comes in an infinite number of forms.

HSGP

Society is neutral in nature. Society is man's natural way of dealing with his social and physical needs. Society can be flexible or rigid depending on institutional patterns.

	ACP	EDC	MATCH	PSS	ACSP	HSGP
2.14 Goals with Respect to Society						
Q What are the goals or purposes of society, and what should they be, according to the author? x = unavailable. Project writers do not comment on this subject.	x	x	x	x	x	x

2.15 Relationship of the Individual to Society						
Q What relationships does the author believe exist between society and the individual? Who influences whom? Who serves whom?						
ACP	The individual creates society to meet his basic needs.					
EDC	The individual gains in his ability to deal with the environment by living in a social setting. Man's behavior is greatly shaped by his social setting.					
MATCH	Unavailable. The author does not comment on or imply anything on this subject.					
PSS	Man is a member of a social and cultural group and his behavior is influenced by the values and mores of his culture.					
ACSP	Man lives within social and cultural bounds. Man can and does change his social order but cultural forces shape man's behavior.					

HSGP Man produces society while he is also a product of it in terms of his cultural heritage.

2.2 Knowledge and Values

Q1 What is the author's view about the source or sources of knowledge and about how man acquires knowledge?

ACP The author stresses the need for learning basic terms and symbols as the first step toward learning more complex concepts.

EDC It is assumed from the project materials that knowledge accumulates with man's experience in dealing with his environment.

MATCH Man gains knowledge by solving problems and being actively involved in the decision making processes.

PSS Man's knowledge is cumulative and in recent years the scientific method of inquiry has greatly aided man.

ACSP By studying other cultures and societies, man comes to know and understand his own society.

HSGP Knowledge comes from man's struggle in adjusting to the requirements of his environment.

2.2 Q2 What is the author's view about the source or sources of values and about how man acquires values?

ACP Unavailable. The author does not comment on these subjects.

EDC It is inferred from the materials that values are used to avoid social conflict and to shape human behavior. They are learned in the cultural setting.

MATCH Unavailable. The author does not comment on this subject.

PSS It is inferred from the materials that man's values are cultural values, and he acquires them in the processes of acculturation.

ACSP It is inferred from the materials that values grow out of man's need for social stability. They are a natural part of his adjustment to a social environment.

HSGP Values are viewed in terms of attitudes. Our attitudes become the basis of judging others as well as the basis for social behavior.

2.21	Nature of Knowledge	ACP	EDC	MATCH	PSS	ACSP	HSGP
	Q1 through Q4						
	With respect to knowledge, to what extent can the author's position be identified with any or all of these philosophical positions?						
	Q1 Idealism: (not at all - to some extent - to great extent, 0-6)	3	0	0	0	0	0
	Q2 Pragmatism: (not at all - to some extent - to great extent, 0-6)	0	4	3	4	4	4
	Q3 Existentialism: (not at all - to some extent - to great extent, 0-6)	0	0	0	0	0	0
	Q4 Other: (not at all - to some extent - to great extent, 0-6)	0	0	0	0	0	0
	Q5 To what extent does the author stress the importance and usefulness of scientific method for discovering and testing the validity of knowledge? (not at all - to some extent - to great extent, 0-6)	4	5	6	5	5	5

2.22	Nature of Values	ACP	EDC	MATCH	PSS	ACSP	HSGP
	With respect to values, to what extent can the author's position be identified with any or all of these philosophical positions?						
	Q1 Idealism: (not at all - to some extent - to great extent, 0-6)	0	0	0	0	0	0
	Q2 Pragmatism: (not at all - to some extent - to great extent, 0-6)	0	3	0	3	3	4
	Q3 Existentialism: (not at all - to some extent - to great extent, 0-6)	0	0	0	0	0	0
	Q4 Other: (not at all - to some extent - to great extent, 0-6)	0	0	0	0	0	0
	Q5 To what extent does the author stress the importance of rational thought in discovering and testing the validity of values? (not at all - to some extent, to great extent, 0-6)	0	3	0	3	3	5

Existence and Use of a Rationale

Q How much evidence is there that the development of the materials was guided by the rationale? (no evidence - moderate evidence - 0-6)

2.31

Nature of the Individual
Society

Q1 How much evidence is there that the development of the materials was guided by the view on the part of a clear about the nature of the author vidual? (no evidence of the indi- amount - great deal, 0-6)

Q2 How much evidence is there that the development of the materials was guided by the view on the part of the author about the nature of the author (no evidence of society? evidence - moderate evidence - great deal, 0-6)

ACP	EDC	MATCH	PSS	ACSP	HSGP
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	ACP	EDC	MATCH	PSS	ACSP	HSGP
2.31 Q3 How much evidence is there that the development of the materials was guided by a clear view on the part of the author about the relationship between the individual and society? (no evidence - moderate evidence - great deal, 0-6)	3	3	4	5	5	5
2.32 <u>Nature of Knowledge and Values</u> Q1 How much evidence is there that the development of the materials was guided by a clear view on the part of the author about the nature of knowledge? (no evidence - moderate amount - great deal, 0-6)	5	5	4	5	4	5
Q2 How much evidence is there that the development of the materials was guided by a clear view on the part of the author about the nature of values? (no evidence - moderate amount - great deal, 0-6)	3	2	3	5	3	4

	ACP	EDC	MATCH	PSS	ACSP	HSGP
2.33 <u>Goals for the Individual and Society</u>						
Q1 How much evidence is there that the development of the materials was guided by a clear view on the part of the author about what the goal or goals for individuals should be? (no evidence - moderate evidence - great deal, 0-6)	2	2	1	3	2	3
Q2 How much evidence is there that the development of the materials was guided by a clear view on the part of the author about what the goal or goals with respect to society should be? (no evidence - moderate amount - great deal, 0-6)	0	0	0	0	0	0
2.4 <u>Cognitive Objectives</u>						
Q1 To what degree are cognitive content objectives emphasized in the materials? (no emphasis - moderate emphasis - much emphasis, 0-6)	4	5	4	5	4	5

	ACP	EDC	MATCH	PSS	ACSP	HSGP
2.4 Q2 In general, how clearly does the author state his cognitive objectives? (very obscurely - fairly clearly - very clearly, 0-6)	4	5	4	5	4	5
Q3 What is the author's relative emphasis on memorization, as opposed to critical and analytical thinking? (much critical and analytical thinking - some of each - much memory work, 0-6)	6	2	0	2	2	0
2.41 Taxonomy of Cognitive Objectives (Bloom's taxonomy) Q1 through Q7 In general, to what extent do the materials specifically point toward achievement of each of the following cognitive levels? (little or none - moderate extent - great extent, 0-6)						
Q1 Memory	6	2	0	2	2	1
Q2 Comprehension	5	4	3	4	4	3
Q3 Application	4	4	4	4	5	4
Q4 Analysis	3	5	5	5	5	4
Q5 Synthesis	2	5	5	5	5	5
Q6 Evaluation	1	4	6	5	5	5
Q7 Critical Thinking	1	5	6	5	5	6

	ACP	EDC	MATCH	PSS	ACSP	HSGP
2.42 General and Specific Objectives						
Q1 Overall, how general or specific are the cognitive objectives of the materials? (very specific - moderately specific or general - very general, 0-6)	2	4	5	5	4	4
Q2 From the standpoint of the teacher who will use the materials, how sound and useful are the cognitive objectives stated in the materials? (very poor - fairly sound - very sound, 0-6)	4	5	5	5	5	5
2.43 Performance Objectives						
Q1 In general, to what extent are the cognitive objectives of the materials stated in terms of performance objectives? (not at all - to some extent - to a great extent, 0-6)	5	4	5	4	5	5

		ACP	EDC	MATCH	PSS	ACSP	HSGP
2.43	Q2 If there are performance objectives, do they cover a broad range of cognitive objectives or are they concentrated on certain levels or types of objectives? (Cover a limited range of objectives - rather limited in range - very broad coverage of levels and types of objectives, 0-6)	2	5	5	5	4	5
2.44	<u>Skill Development</u> Q To what extent do the materials contain activities, incentives, and/or instructions for building skill in the performance of cognitive objectives? (not at all - to some extent - to a great deal, 0-6)	4	4	5	4	3	5

	ACP	EDC	MATCH	PSS	ACSP	HSGP
2.45 <u>Consistency with Rationale</u>						
Q To what extent are the author's cognitive objectives consistent with his rationale-- that is, consistent with his views about the individual, society, knowledge, and values? (not at all - to some extent - to a great extent, 0-6)	5	5	6	5	4	5
2.5 <u>Affective Objectives</u>						
Q1 To what degree are affective objectives emphasized in the materials? (no emphasis - moderate emphasis - much emphasis, 0-6)	2	3	2	5	2	4
Q2 How clearly does the author state his affective objectives? (very obscurely - fairly clearly - very clearly, 0-6)	1	2	1	5	2	4

	ACP	EDC	MATCH	PSS	ACSP	HSGP
2.5 Q3 To what extent does the author attempt to have students take positive and committed stands on values? (not at all - to some extent - to a great extent, 0-6)	1	2	1	4	1	4
2.51 Taxonomy of Affective Objectives						
Q1 through Q5 - Indicate to the best of (your) ability the extent to which the materials specifically point toward achievement of the following affective levels. (little or none - to a moderate extent - to a great extent, 0-6)						
Q1 Receiving	0	2	0	3	2	4
Q2 Responding	0	2	0	3	2	4
Q3 Valuing	0	2	0	3	2	4
Q4 Organization	0	0	0	0	0	1
Q5 Characterization	0	0	0	0	0	1

	ACP	EDC	MATCH	PSS	ACSP	HSGP
2.52 Q1 Does the author intend that his materials be "value-free" or does he clearly intend to deal with values? (value free - some attention to values intended - much attention to values intended, 0-6)	2	2	2	4	2	4
Q2 through Q5 - To what extent do the materials point toward achievement of the following value goals? (little or none - to a moderate extent - to a great extent, 0-6)						
Q2 Indoctrination	0	0	0	0	0	0
Q3 Clarification	2	2	2	4	2	3
Q4 Analysis	0	3	2	4	3	5
Q5 Commitment	0	0	0	0	0	1
2.53 <u>General and Specific Objectives</u>						
Q1 Overall, how general or specific are the affective objectives of the materials? (very specific - moderately specific or general - very general, 0-6)	NA	6	NA	4	NA	4

		ACP	EDC	MATCH	PSS	ACSP	HSGP
2.53	Q2 From the standpoint of the teacher who will use the materials, how sound and useful are the affective objectives stated in the materials? (very poor - fairly good - very sound and useful, 0-6)	NA	3	NA	5	NA	4
2.54	<u>Performance Objectives</u> Q1 To what extent are the affective objectives of the materials stated in terms of performance objectives? (not at all - to some extent - to a great extent, 0-6)	0	0	0	3	0	5
	Q2 If there are performance objectives, do they cover a broad range of affective objectives or are they concentrated on certain levels or types of objectives? (cover a very limited range of objectives - rather limited range - very broad coverage of levels and types of objectives, 0-6)	NA	6	NA	5	NA	4

		ACP	EDC	MATCH	PSS	ACSP	HSGP
2.55	Consistency with Rationale						
	Q To what extent are the author's affective objectives consistent with his rationale, that is, consistent with his views about the individual, society, knowledge, and values? (very inconsistent - fairly consistent - very consistent, 0-6)	NA	5	NA	5	NA	5
2.6	Psychomotor Objectives						
	Q To what extent are psychomotor objectives present in the materials? (not at all - to a moderate extent - to a great extent, 0-6)	0	0	0	0	0	0
2.61	Details of Psychomotor Objectives						
	Q Give a general description of the psychomotor objectives in the materials, including, if appropriate, references to the elements of the psychomotor taxonomy.	NA	NA	NA	NA	NA	NA

SUMMARY OF SECTION 2.0

According to the CMA, "a rationale is a philosophic position on education held by a curriculum developer" and objectives "are statements that indicate the ways in which students are expected to change their thinking, values and actions as a result of using the materials."² The topics of this section of the CMA included: the individual and society, knowledge and values, the use of rationale, cognitive objectives, affective objectives, and psychomotor objectives.

The Anthropology Curriculum Project had a clearly stated rationale, or position on education, which was different from most other project positions. ACP Project materials stressed a disciplined, no-nonsense approach to learning because of their direct approach to learning through the vocabulary and terminology of the discipline, avoiding any "shortcut" methods to learning. Education should provide man with skills which he needs to live and operate successfully in a competitive world. Education can prepare the student to deal with difficult complex

²Morrissett, et al., op. cit., p. 27.

material by teaching him the fundamental symbols, terminology, principles, and other fundamentals of the discipline. If the materials could be categorized in a basic school of philosophy, it would most likely be compatible with idealism.

The author had a clear view of how cognitive learning takes place which was carefully described in the materials. He did not describe in any detail such topics as the nature of values, the relationship between the individual and society, or goals for the individual and society.

Cognitive objectives were contained in the teaching materials. The author stressed the learning of vocabulary and terminology which was developed through memory procedures which would be ranked in the lowest level of Bloom's Taxonomy. The objectives were quite specific and useful to the teacher. The materials provided unit tests which aided the teacher in determining how well performance objectives had been met. The project materials were very consistent with the author's rationale. Usually affective objectives were lacking except in terms of how the author viewed the learning process.

Materials developed for Man: A Course of Study

were based upon a clear educational rationale that was credited to the writings of Bruner. Man was described in terms of structures for he lived within complex social structures that also created serious social problems for him. Thus, it was a natural requirement of man's environment that he become a problem solver. Man alone possessed the ability of sophisticated mental thought which held the potential for universal understanding of the human condition. The role of education was to develop, within the student, an understanding of human behavior and an understanding of the role that culture plays in human behavior. Society was not rigid and was capable of taking on an infinite number of forms and shapes depending on how man reacted to his environmental situation.

This project did not prescribe what the goals of society should be. However, the materials did describe the relationship between the individual and society. Man was better able to meet his basic needs by living in a social setting, but by doing so he paid in terms of restrictions of his personal freedom. The source of knowledge for man came through his experiences in dealing

with the environment while the source of values was an outgrowth of man's attempt to avoid social conflict. If this project could be categorized according to schools of philosophy, it would be most compatible with pragmatism.

The materials tended to avoid and de-emphasize heavy use of factual data by placing great emphasis on conceptualizing, generalizing, and problem solving which, according to Bloom's Taxonomy, were considered the higher levels of cognitive skills. The objectives of the course were stated in very broad and general goals such as exploring the human condition, what it means to be human, how humans became human, and how humans can be made more human. Performance objectives were stated in very broad ways and affective objectives were closely tied to cognitive objectives.

Materials and Activities for Teachers and Children provided a unique approach to learning based upon a non-verbal rationale for educational learning that replaced words with things as the mediator for ideas in the learning process. The relationship between the individual and society was seen through a study of the past products of man. The individual was seen in terms of society and the cultural forces which shape his behavior. Education

should encourage the student to learn about his inherited social and cultural environment. By studying the past, the student was able to speculate about the forces at work that shape his behavior. The materials developed an appreciation for human behavior as a universal concept with its roots deep in man's past. Past cultures offered the student a variety of social organizations and structures, some of which no longer exist, yet these structures and social organizations were important sources of comparative data against which present societies can be measured.

This project did not prescribe what the goals of society should be, nor did it comment on the relationship between society and the individual. Value issues were left to the student and his class as they worked through this unit. If the materials reflected a particular school of philosophy, it seemed most compatible with the pragmatists.

The non-verbal, discovery approach was very well developed in the materials, and they would place in the higher cognitive levels of Blooms' Taxonomy. Performance objectives were in terms of student or class behavior when working through different phases of the unit.

Project Social Studies used culture as a central concept in their K-12 program. This project tried to overcome the problems of curriculum construction that were best stated by Taba in Curriculum Development: Theory and Practice. The rationale of this project was found more in the theory of curriculum than it was in more abstract philosophical terms. The goals of education for this project were to encourage students to evaluate human problems and to become aware of human attitudes. The materials cultivated an awareness of cultural forces that shaped human behavior which also enabled the student to better understand others who were different from him.

The primary units were part of a two year sequence for the first and second grade under the general title Family Studies. These materials were based on the assumption that primary school children were capable of learning inquiry skills and the skills needed to develop and test hypotheses. Though the project authors stressed the problem solving technique, they recognized the necessity for basic factual knowledge and terminology which was needed in the hypothesis process.

These materials did not directly describe the nature of the individual or society nor did they

prescribe goals for society. Instead, the materials confronted the student with a variety of culture patterns in order to demonstrate why there are differences in human behavior as well as similarities. The materials reflected the belief that man's knowledge is cumulative and transmitted to the child through various cultural practices; however, these materials also equipped the modern day child with the scientific methods of inquiry through skills developed by the materials. If these materials could be categorized in schools of philosophy, they would be most compatible with pragmatism. According to Bloom's Taxonomy, these materials would be classified in the higher cognitive levels. Performance behavior of the objectives of these materials would be demonstrated through hypothesis formation and rational thought.

A unique characteristic of these units was the development of affective thought. The materials were carefully designed to explore attitudes, attitude development, and culture values. The teacher's guide especially concentrated on this aspect of the course. This project had developed perhaps one of the best sets of teacher's guides available at this time.

The Anthropology Curriculum Study Project did not state a clear, carefully defined rationale in comparison with some of the other anthropology projects and units. The author approached the issue of rationale from a general use definition. The project materials, in other words, might be used in a variety of ways determined by the needs of a particular school situation. However, the unit and lesson objectives were clearly stated. The materials examined the individual in relationship to society according to some of the basic concepts of anthropology.

The materials exposed the student to anthropology data and methodology in order to develop student skills of recognizing patterns in human behavior. Thus, the project materials were oriented toward the social science approach in a way that was very similar to the Anthropology Curriculum Project materials; however, this was the only basic similarity between the two projects.

Neither the materials nor the author prescribed what the goals of society should or should not be. These materials did not stress affective issues other than those contained within the realm of anthropology. The materials did emphasize culture and man, and they did

expose students to the exciting field of anthropology in a way that should promote the discipline in the public schools.

It was recommended that these materials be taught by an inquiry approach. However, the inquiry method was not carefully described or established in the materials. In spite of this, the materials would place quite high in the levels of Bloom's Taxonomy. Performance objectives for these materials would involve the student's ability to recognize and interpret a variety of patterns in human behavior. Objectives were stated in such a way that their evaluation was quite simply demonstrated through the activities of the student. The teaching instructions for each unit were spelled out in great detail.

The High School Geography Project was undertaken in order to make materials available in geography that would change the role of the student from that of a passive learner to that of an active learner. This project attempted to revolutionize the traditional methods of teaching geography at the secondary level. The project unit material on cultural geography provided the student with cultural concepts from an historical sense as well as a developmental sense.

The role of education in this unit was to aid the student in becoming an independent and critical thinker by applying cultural data to the problems of society. Although the material did not prescribe goals for society, it did expose the student to a number of different social structures. This unit also stressed attitude development and how attitude influences value judgments.

If this unit could be categorized according to schools of philosophy, it would be most compatible with pragmatism. Both rationale and objectives were clearly stated, and the cognitive objectives would place in the higher levels of Bloom's Taxonomy because of their emphasis on critical thinking. Successful performance of the objectives could be demonstrated by the students' ability to discuss and analyze cultural concepts.

SECTION III

Section III of the CMAS is concerned with content as it applies to cognitive and affective material in anthropology projects and project units. However, this section does not deal with subjects or topics found in the materials, for it is concerned with "what content-related changes are intended in the knowledge, attitude, and behavior of the students through the use of the materials being analyzed."³

3.0 Content

Anthropology Curriculum Project (ACP). Through this project, a serious attempt was made to introduce the student to the working discipline of anthropology. The student was expected to gain a conceptual grasp of anthropology content through a foundation building series of lessons which stressed the mastery of terminology. This was intended to open the way to concept formation. The materials were ordered in sequential steps through the elementary grades. Factual knowledge became the foundation for the conceptual grasp of the academic principles used by professional anthropologists.

³Ibid., p. 50.

Education Development Center (EDC). Materials from this course (MACOS) were from recent research in the behavioral sciences and from materials gathered by project workers for this production. These materials dealt with life cycles of man and animals in a survival setting. Basic social problems connected with the struggle for survival were explored in a very realistic sense. The basic physical and emotional needs were blended to give the student insights into the commonality of man in his fight to adapt to his environmental setting. Factual data served as the foundation for concepts and generalizations. Values and attitudes were examined in association with social and cultural topics.

Materials and Activities for Teachers and Children (MATCH). The content of "A House of Ancient Greece" was archaeological with some emphasis on history and geography. The materials came in kit form and provided factual data as evidence for the student to use in his attempt to uncover or reconstruct the type of physical and social life which existed in Ancient Greece around 400 B.C. Team activity was used as a means for the class to divide into groups in order to reconstruct segments of Greek life. Towards the end of this exercise, teams

met with the rest of the class and pooled their efforts in a total reconstruction effort--giving the entire class a better understanding of ancient Greek life. All types of materials were included in the kit ranging from many kinds of artifacts to maps, charts, and reading materials for the reconstruction effort.

University of Minnesota Project Social Studies Curriculum Center (PSS). There was a strong anthropological emphasis in the two primary units that were analyzed in this study. The materials were intended to develop an awareness and appreciation of others through a planned series of lessons, games, and stories which brought the student into contact with different cultures. Students learned to conceptualize and generalize from the project materials. This project also stressed hypothesis formulation and testing.

Anthropology Curriculum Study Project (ACSP). This semester course was divided into four distinct units each containing its own reading materials, A-V materials, and artifacts. The materials attempted to give the student an understanding of the development of culture

and patterns of human culture as it related to man's institutions which were built upon primitive bases. Man's role in the industrial age was compared to his role in the traditional societies which gave the student some basic understanding of the processes of man's social adaptation to an ever changing environment. The student was exposed to anthropology data which he organized into meaningful relationships.

High School Geography Project (HSGP). The unit on cultural geography provided both student and teacher with materials that traced the development of cultural elements as they arose, diffused, and changed from one age or culture to the next. The materials made cultural comparisons which allowed the student to gain insights into concepts as they related to man and his institutions. Factual data served as the basis for conceptualization and generalization.

3.1	Cognitive Content	ACP	EDC	MATCH	PSS	ACSP	HSGP
	Q1 How useful does the author view each of the following to be in explaining his discipline? (useless - moderately useful - extremely useful, 0-6)						
	Facts	6	4	4	4	3	4
	Concepts	5	5	5	4	5	5
	Generalizations	3	5	5	4	5	5
	Structures	3	4	5	3	5	4
	Theories	3	4	5	3	4	4
	Q2 What discipline(s) is (are) emphasized in the materials						
	Anthropology	x	x	x	x	x	x
	Economics				x		
	Geography				x		x
	History	x			x	x	x
	Political Science						
	Psychology						
	Sociology	x	x	x	x	x	
	Social Psychology						
	Interdisciplinary				x		
	Multidisciplinary						
	Q3 What other subjects are emphasized?	None	None	None	None	None	None
							204

		ACP	EDC	MATCH	PSS	ACSP	HSGP
3.1	Q4 Would you judge the overall cognitive content of the materials to be biased? (extremely biased - somewhat biased - extremely unbiased, 0-6)	5	5	6	5	5	5
	Q5 What is the substantive quality of the cognitive content? (very poor - fair - very good, 0-6)	5	5	5	5	6	5
	Q6 How would you judge the overall affective content of the materials? (extremely value laden - balanced - value free, 0-6)	5	4	5	3	5	3
	Q7 Do the materials emphasize the affective or cognitive content? (a great deal of affective content - a balance - a great deal of cognitive content, 0-6)	6	5	6	4	6	3

		ACP	EDC	MATCH	PSS	ACSP	HSGP
3.1	Q8 To what extent is the author's view of his discipline consistent with the cognitive content in his curriculum materials? (totally inconsistent - moderately consistent - extremely consistent, 0-6)	6	5	6	4	5	4
3.11	<u>Author's View of Subject</u>						
	Q1 How does the author view his broad subject area (e.g., social science)?						
	(1. social science, 2. social studies)	1	2	1	2	1	1

Q2 How does the author view his specific discipline (e.g., economics)?

ACP	This project stresses the concepts of anthropology and its methodology.
EDC	MACOS draws heavily from anthropology in its social studies approach.
MATCH	"A House of Ancient Greece" is concerned with archaeology--the discipline and methodology.
PSS	This project draws its materials from many social sciences but especially anthropology.

- 3.11 ACP The project stresses the basic concepts and methodology of anthropology.
- HS GP Cultural Geography (unit three)--the materials deal with culture development, diffusion, and evolution of culture.

	ACP	EDC	MATCH	PSS	ACSP	HSGP
3.12 Cognitive Content of Curriculum Materials						
Q1 What disciplines are emphasized and to what extent is each emphasized?						
(no emphasis - some emphasis - great emphasis, 0-6)						
Anthropology	6	6	6	5	6	5
Economics	0	2	0	0	3	0
Geography	2	2	3	4	3	6
History	3	0	4	3	4	3
Political Science	0	0	0	0	3	0
Psychology	0	0	0	0	0	0
Sociology	4	3	4	4	3	3
Social Psychology	0	0	0	0	0	0
Interdisciplinary	1	2	2	5	2	5
Multidisciplinary	2	2	2	3	2	3

		ACP	EDC	MATCH	PSS	ACSP	HSGP
3.12	Q2 To what extent do the curriculum materials use the following tools? (no use - some use - great use, 0-6)						
	Facts	6	4	3	4	3	4
	Concepts	4	5	5	4	4	5
	Generalizations	3	5	5	5	4	5
	Structures	3	5	4	5	4	4
	Theory(ies)	2	5	3	3	3	4
	Constructs	2	3	3	3	3	4
	Q3 To what extent does the content give an accurate picture of reality? (extremely inaccurate - somewhat accurate - extremely accurate, 0-6)	5	5	4	4	5	5
	Q4 To what extent is the emphasis on content realistic in terms of present and future needs of the student? (extremely unrealistic - somewhat realistic - extremely realistic, 0-6)	3	5	5	4	5	6

3.12 Q5 What are the major processes emphasized in the materials?

ACP

This project, with its deductive approach, stresses the learning of vocabulary and terminology of the discipline in a sequential approach to reinforcement of basic concepts through grades K-7.

EDC

The inquiry-discovery model of this project leads to concepts and generalizations about the nature of man and his place in the natural world.

MATCH

The discovery model of this project encourages students to use artifacts to reconstruct an ancient Greek villa. Physical reconstruction of the villa is done by teams of students.

PSS

In this inquiry-discovery model, students are asked to develop basic scientific approaches to concept development. They learn to formulate and test hypotheses and evaluate data about man and his behavior.

ACSP

This project stresses the inquiry and methodology of anthropology as students are exposed to the type of data and methodology of this discipline.

HSGP

Students are asked to discover or inquire about relative concepts and generalizations from the data. They are often put into decision making situations.

		ACP	EDC	MATCH	PSS	ACSP	HSGP
3.12	Q6 To what extent is the emphasis on process realistic in terms of present and future needs of the student? (extremely unrealistic - somewhat realistic - extremely realistic, 0-6)	3	5	4	4	5	6

3.2 Affective Content

Q1 What is the author's view of the affective content of the discipline? (as reflected in the project materials?)

ACP Affective content is taken from the subject matter of anthropology. It consists of various values and norms reflected in cultural development.

EDC The affective content is found in value systems as they relate to man's need for social order.

MATCH Affective content could be included in the project activities as students examine the nature of Greek society and its social structure around 400 B.C.

PSS This project delves into broad value concepts such as the dignity of man and his universal nature.

- 3.2 ACSP The affective content is from the discipline of anthropology as it relates to man and his social structure.
- HSGP The materials work with attitudes and how they serve as the basis for man's actions and his value system.

	ACP	EDC	MATCH	PSS	ACSP	HSGP
Q2 How are values and attitudes presented in the materials? (implicit - a balance - explicit, 0-6)	0	2	0	4	1	3
Q3 To what extent are the values and attitudes studied parallel to the present and future needs of the student? (not at all - to some extent - to great extent, 0-6)	3	4	2	5	3	5
Q4 To what extent is the author's view of the affective content of his discipline consistent with the affective content in his curriculum materials? (totally inconsistent - somewhat consistent - extremely consistent, 0-6)	3	4	3	5	3	4

		ACP	EDC	MATCH	PSS	ACSP	HSGP
3.21	Author's View of Affective Content						
	Q1 How important is the affective content of his discipline to the author? (unimportant - moderately important - extremely important, 0-6)	2	3	2	5	2	4

Q2 In what areas of the author's discipline does affective content play an important role?

ACP	Affective anthropology content plays an important role when it is concerned with social and cultural values of primitive peoples.
EDC	Affective content plays an important role in the use of value systems by man and its relationship to his social structure.
MATCH	Artifacts and other evidence may be used to imply the values, institution and social structures of past civilizations.
PSS	Affective content helps to explain human behavior and why differences in behavior become natural under specified circumstances.
ACSP	The role of values is important to analyzing and understanding social and cultural structures.
HSGP	Affective content is used to explain man's behavior and his attitudes toward physical and social elements.

3.22	Affective Content in the Curriculum Materials	ACP	EDC	MATCH	PSS	ACSP	HSGP
	Q1 Indicate the levels of commitment as related to valued objects presented in the materials. (Note: answer the following in terms of -- Receiving (1.0), Responding (2.0), Valuing (3.0), Organizing (4.0), and Characterizing (5.0).						
	Theoretical	NA	NA	NA	2.0	NA	NA
	Ethical, Moral, and Religious	NA	NA	NA	2.0	NA	3.0
	Aesthetic	NA	NA	NA	2.0	NA	NA
	Economics	NA	NA	NA	3.0	NA	3.0
	Political	NA	NA	NA	3.0	NA	3.0
	Social	NA	NA	NA	3.0	NA	3.0
	Psychological	NA	NA	NA	3.0	NA	NA
	Q2 What is the value posture of the materials?						
	Value free				x		x
	Explicit values						
	No position						
	Other (implied values)	x	x	x		x	

SUMMARY OF SECTION 3.0

This section of the CMA was concerned with cognitive and affective content of project and unit materials as it applied to "content-related changes . . . in the knowledge, attitudes, and behavior of the student through the use of material being analyzed."⁴ This part of the CMA was concerned with cognitive content as it related to facts, concepts, generalizations, structures, and theories and with affective content as it relates to attitudes and values.

The Anthropology Curriculum Project stressed factual data in order to provide the student with a working knowledge of the discipline of anthropology. This project represented a social science approach to the teaching of anthropology. The factual anthropology data were supported by the terminology and vocabulary of anthropology which was said to introduce the student to the concept system of the discipline.

Once the student had been exposed to the data, terminology, and concept systems of the materials, these same concepts were repeated and reinforced in a

⁴Ibid.

sequential unit at a higher grade level. This was continued into the junior high. Schools could purchase additional units for the secondary level which would continue the work started in the elementary school.

Affective content is inherent in anthropology data as it deals with man and his society. The author of this project did not explain his position on values in education although his instructional strategy did indicate that he was expressing strong value beliefs.

The Education Development Center's Man: A Course of Study provided the student with a wealth of information much of which was of a factual nature. The factual data, however, were not important in themselves except as a way to encourage students to generalize about themselves and others. The content was selected from the field of anthropology according to the needs of the program; therefore, this project took a social studies approach to the teaching of anthropology. Also, anthropology was secondary to the cognitive and affective consideration of the project producers.

The major goal of these materials was to encourage the students to generalize from the factual data which presented man and animals in their natural setting. The

student studied life cycles, learning, parenthood, and social organization. When these materials were successful, the student became intellectually and emotionally involved in relating the materials to his world and the world of those foreign to him. .

The Materials and Activities for Teachers and Children unit "A House of Ancient Greece," provided the classroom with a great variety of artifacts that were used as factual data. There were also resource books that contained descriptive as well as factual data. The purpose of these materials was to build concepts and generalizations concerning the relationship of the artifacts to ancient Greek life. For instance, near the end of the exercise students were asked to answer broad general questions such as "What were the people of Greece really like?" based on the work that was completed by class teams.

The materials and methods were those of the archaeologist which placed this unit in the category of a social science. Student teams consisted of six students with a Chief Archaeologist, Recorder, and Archivist. These teams processed and labeled the artifacts according to the methods of an archaeologist, and at the completion

of team work, the class met to pool their knowledge about the villa.

The affective content of these materials was inherent in the nature of the discipline. Students attempted to uncover the social structures and values which once existed in ancient Greece.

Project Social Studies had produced two anthropology units with others soon to be available. The "Hopi Indian Family" and the "Ashanti Family of Ghana" were part of the two year primary program. The project would eventually have materials for a K-12 social studies program which used factual data to develop skills, concepts, generalizations and attitudes. The two anthropology units available for the primary level provided reading books, photos, and artifacts as basic data to introduce the student to simplified forms of key concepts and generalizations which were repeated in a more complex form in the upper grades. The factual data presented to the student in unit materials were used for class discussions that were aimed at developing initial, hypothesis formation skills in the primary student even before he possessed basic reading and writing skills.

Each daily lesson plan concentrated on, or centered around, the development of a single concept.

The subject matter content was taken from many of the social science disciplines and history. However, the two units analyzed in this study centered on anthropology content. The goal of this project was not to train students as anthropologists but to give students insights into the nature of man by studying his behavior.

The affective content in these materials was especially well developed with its emphasis being almost equal to that of the cognitive content. The teacher's guide contained separate objectives for attitude development on a variety of topics, such as appreciation for cultures of others, cultural diversity, human dignity, and the quality of change in terms of being good or bad.

The Anthropology Curriculum Study Project provided the student with a wealth of factual data which were taken mainly from the four areas of anthropology. The student was exposed to anthropology as it was taught as a discipline including the basic methodology used by the anthropologist in analyzing anthropology data. In this social science project, the student not only learned great amounts of anthropology data, but conceptual

formation was also encouraged as the student wrestled with uncovering the basic patterns in human behavior.

The project materials could be used in a variety of ways. However, the author recommended that the burden of developing and analyzing concepts and generalizations fall on the shoulders of the student. The affective content was found in the concepts of culture which in turn were issues and topics that concerned the working anthropologist. They included: man and his society, man and his adaptation to his physical and social environment, man and his changing social institutions, and man and his unique yet universal nature. Thus, anthropology offered the student many opportunities to examine affective issues.

Unit three of the High School Geography Project contained a great deal of factual information which was used for concept and generalization formation. The teacher's guide contained a large number of activities which aided the student in attaining these skills. The project materials recommended the discussion method to facilitate concept formation. The materials were prepared in a way that placed the student in the position of decision maker and problem solver. The culture unit,

as well as the other units, introduced the student to the data and methods of the geographer giving this project a social science approach.

The affective content of the materials was that of cultural geography; however, the teacher's guide contained well developed objectives aimed at attitude development. The student was presented with comparative data from a variety of cultures which gave him insights into how attitudes and values effected our outlook and behavior.

SECTION IV

Section IV of the CMAS is designed to uncover the basic theory and strategy underlying the curriculum materials. According to this analysis system, "learning theorists are concerned about the emotional, intellectual, and behavioral development of the child: his personality, motivations, and the social conditions of learning." On the other hand, the instructional theorist "prescribes rules which convey the most effective way of achieving curriculum objectives." The teaching strategy is defined as "a chosen pattern of action(s) aimed at reaching some goal."⁵ Therefore, the purpose of this section is to reveal learning and instruction theory and to describe the teaching strategy of curriculum materials. The basic assumption is that curriculum makers develop curriculum on the basis of such theory and strategy.

4.0 Theory and Strategies

Anthropology Curriculum Project (ACP). The strategy used in this project began by developing a factual base which would then lead to conceptual formation and eventually to developing an understanding of more

⁵Ibid., p. 65.

complex relationships. This project was highly teacher centered, and there was little room for inquiry techniques or individualization. The emphasis was on learning the language and technology of the field of anthropology, and much of the procedure and materials were of a highly academic nature.

Education Development Center (EDC). MACOS began by studying lower forms of animal life--life cycles and adaptation--and proceeded to more socially sophisticated animals which used cooperative techniques of the family and tribe when meeting the requirements of their environment. Man was studied in a primitive state as he faced the problems of survival and getting along in his more complex social order. Bruner's influence could be detected in the repeated pattern of life cycles as it moved from the simpler forms to the more complex social orders but basically with the same type of structure. Students could work alone or in small groups using inquiry techniques that were to lead to generalizations about the animal world and man's unique place within it.

Materials and Activities for Teachers and Children (MATCH). The basic strategy of this project was to

develop materials and activities for elementary children which would stimulate learning through a non-verbal setting. The student used an inquiry-discovery technique with multi-media materials that were designed to lead him to forming conclusions about a past civilization. Team work was stressed as each team participated in reassembling the past from the evidence provided in the kit. Finally the student teams were asked to present their work to the entire class which could produce a much broader simulation of the past by integrating the work of all of the teams.

University of Minnesota Project Social Studies Curriculum Center (PSS). The Family of Man was a primary course that used the study of man to introduce the inquiry method to very young children. It was basically a multi-disciplinary approach, but in this series a number of the units drew heavily from the field of anthropology. The teacher's guide for each unit was carefully constructed around conceptual ideas while at the same time allowing the teacher a fairly wide range of ways to personalize the materials to meet the needs of the class. The teaching strategy attempted to introduce problems that would lead to possible solutions through

hypothesis building exercises. There was a great variety of activities and materials which were presented in a very attractive form.

Anthropology Curriculum Study Project (ACSP).

There was a strong emphasis on the use of anthropology methodology as an inquiry method in the study of man. This high school project drew heavily from the various branches of the discipline of anthropology. Through the materials, an attempt was made to make the student aware of the various patterns in human history. This project used the tools of social science in order to give the student insight into human behavior as well as an appreciation for cultural diversity through which man operates in order to meet the requirements of his environment.

High School Geography Project (HSGP). Teaching theory and strategy in this project were based upon the author's belief that the discovery approach to learning would stimulate a new excitement in the learning of geographic (cultural) concepts. The teacher's guide carefully outlined objectives and activities that would serve as a guide to this approach. The author believed that student participation in discussion and problem solving situations was ample stimulus for motivating active participation on the part of the student in learning the materials.

4.1

Learning Theory

Q1 What explicit statements does the author make in the materials or elsewhere which reflect his position toward a particular theory of learning?

ACP

Marion Rice does not specifically state his theory of learning; however, his learning theory would involve the use of words as internal organizers. Ausubel writing in The Psychology of Meaningful Verbal Learning, describes how words as abstract symbols are used in sorting, organizing and categorizing data. In this project, words become the basic means of categorizing incoming information and their importance is central to learning.

EDC

The learning theory for this project is found in the writings of Bruner, The Process of Education and Toward a Theory of Instruction, in which he states "The task is to present the fundamental structure of the material to be learned in a form that can first be apprehended intuitively by the child, and then later, through instruction, build upon the intuitive understanding." The theory of learning combines some of the development theories of Piaget with a motivation-barrier-goal model of learning.

MATCH

This project has no stated learning theory other than the non-verbal model which is a form of field theory used with things in place of words.

PSS

There are no clear statements on learning theory. However, the materials seem to be organized around a Piaget developmental framework, which in turn is based on a Bruner theory of learning (see EDC above). However, Piaget's developmental stages are sometimes violated especially in the lower grades.

4.1 ACSP

There is no statement of learning theory. However, the materials are based on a Bruner theory of learning since the student is asked to go from the known to the unknown which involves the intuitive model stated in EDC above.

HSGP

This project does not state a specific learning theory but uses combined elements of Bruner and Piaget.

	ACP	EDC	MATCH	PSS	ACSP	HSGP
4.1 Q2 If there are no explicit statements made by the author, what implicit statements does the analyst find in the curriculum materials or in associated writings that reflect the author's position toward a particular theory of learning? See 4.1-Q1.	x	x	x	x	x	x

4.1	Q3	What is the author's view, as evidenced explicitly in these materials, and what is the analyst's view, of the following categories of learning theory? (unimportant - moderately important - very important. 0-6)	ACP	EDC	MATCH	PSS	ACSP	HSGP
		author	0	0	0	0	0	0
		Specificist theory						
		analyst	0	0	0	0	0	0
		author	4	4	5	4	3	4
		Field theory						
		analyst	4	4	5	4	3	4
		author	1	1	1	1	1	1
		Personality theory						
		analyst	1	1	1	1	1	1

	ACP	EDC	MATCH	PSS	ACSP	HSGP
4.11 <u>Specificist Theory</u>						
Q1 How clearly does the author identify specific outcomes that are to be associated with specific stimuli in using the material? (outcomes and stimuli are not identified - outcomes and stimuli fuzzy - outcomes and stimuli clearly identified, 0-6)	0	0	0	0	0	0
Q2 How clearly does the author describe the process of eliciting expected outcomes? (no description - description confusing - clearly described, 0-6)	0	0	0	0	0	0
4.12 <u>Field Theory</u>						
Q To what degree does the author consider the processes the student goes through in order to learn this material? (process never considered - process sometimes considered - process always considered, 0-6)	4	4	4	4	4	4

	ACP	EDC	MATCH	PSS	ACSP	HSGP
4.13 <u>Personality Theory</u>						
Q What aspects of the individual's personality does the author consider to be most important? Consider both mental and physical characteristics.	NA	NA	NA	NA	NA	NA

4.2 Instructional Theory

Q1 What explicit statements in the materials or elsewhere does the author make which reflect his position toward a particular theory of instructions?

ACP

"Any field of knowledge, such as anthropology, consists of a system of concepts, or word labels, which are used to express ideas and describe relationships. An understanding or mastery of any field of knowledge begins with an understanding of the concept system, the meaning of which expands and develops as the knowledge of the discipline is extended." "The curriculum material deliberately introduces anthropological terminology which may at first be somewhat difficult for the student. As his familiarity with these terms increases, however it is expected that they will help him to organize and interpret in a more meaningful manner the world in which he lives."

4.2 EDC

Bruner states that a child is capable of learning any discipline if it is presented in an honest meaningful way. The student is able to develop an intuitive conceptual grasp of the material once a sound factual foundation has been established. The child will be able to develop insights into the structure of the discipline which will serve in all types of future learning situations.

MATCH

"Non-verbal learning takes place when the child is meaningfully engaged with some physical thing--be it a model, an ancient artifact, a pair of chopsticks, a lump of clay, a film, or perhaps another child."

PSS

"The curriculum emphasized an inquiry teaching strategy which encourages children to find out things for themselves rather than one which emphasizes the absorption of generalizations presented ready-made by the teacher, a book or a film." "The family is used as a vehicle to teach a series of important social science concepts related to culture, social organization, social processes, and site. The families studied have been selected to point up cultural diversity, to help children recognize the uniqueness of culture, to show that culture is learned, to teach about norms and values and to emphasize cultural universals and the psychic unity of mankind."

ACSP

". . . what is learned in any instructional setting is determined by what the learner does with the material in question. Thus, the essence of Patterns in Human History is not embodied solely in its materials, which are unique among social studies programs, but in the use to which it is recommended their materials be put."

4.2 HSGP

"The aim of many geographers today is to banish the Ghost of Geography Past, to inspire present day geography and to prepare for geography of the future." "This Investigative or inquiry method of teaching opens the way for the use of different kinds of audio and visual aids and manipulative techniques."

	ACP	EDC	MATCH	PSS	ACSP	HSGP
Q2 If there are no explicit statements made by the author, what implicit statements does the analyst find in the curriculum materials or in associated writings that reflect the author's position toward a theory of instruction?	NA	NA	NA	NA	NA	NA
Q3 How well is the author's theory of instruction supported by evidence and/or logic? (very poorly - moderately well - very well, 0-6)	4	5	5	5	5	5
Q4 To what extent do you (the analyst) agree with the author's theoretical position on instruction? (not at all - moderately agree - completely agree, 0-6)	2	5	5	5	5	5
						231

4.21 Creation of Predisposition Toward Learning

Q1 What kinds of experiences does the author describe that will create in the student a willingness to learn?

ACP Not described.

EDC The student is motivated by a natural curiosity which is stimulated in the inquiry-discovery setting. The student works individually or in groups on a great variety of material.

MATCH A student is a natural and willing learner, but this natural desire to learn may be hampered by our overemphasis on verbal materials. These non-verbal materials encourage the student to exercise the power of his mind outside the verbal framework.

PSS The materials and activities expose the child to a great variety of lessons which are visually oriented for primary children.

ACSP The content of the material, dealing with man and his culture combined with multi-media materials and a great variety of activities should be adequate motivation for the student.

HSGP "One of the aims of the High School Geography Project is to bring the excitement and reality of geography into the classroom."

	ACP	EDC	MATCH	PSS	ACSP	HSGP
4.21 Q2 To what extent are learning tasks and the environmental (school and community) situation considered in framing the experiences? (never considered - sometimes considered - always considered, 0-6)	3	3	3	3	3	3
Q3 How successful do you think the experiences described in 4.12-Q1 will be in creating in students a willingness to learn? (unsuccessful - occasionally successful - always successful, 0-6)	2	4	5	4	5	5

4.22 Structure and Form of Knowledge

Q1 What is the predominant organizational pattern of the information presented to the student?

ACP

Daily lessons are contained within the units. The material introduces the student to the terminology of anthropology. Concepts are introduced in the lower grades which reappear in the upper elementary in a more complex form.

4.22 EDC

The course begins with a study of lower types of animal life (salmon) and moves to more socially sophisticated mammals (baboons). Man is introduced at a technically unsophisticated level (Netsilik Eskimos) as he struggles for his daily existence.

MATCH

Students work in teams using the materials and methods of the archaeologist. Materials include a great variety of artifacts for the reconstruction of a 400 B.C. Greek household.

PSS

The material consists of daily lesson plans that are based on specific concepts. These concepts are presented through multi-media forms. The primary material is strongly teacher centered because of the reading level of the students.

ACSP

This one semester course begins with the unit "Studying Societies" which is designed to train the student in recognizing patterns of human behavior which will be seen in the following three units, "Origins of Humanness," "The Emergence of Complex Societies," and "Modernization and Traditional Societies."

HSGP

The cultural unit is one of six units in the HSGP project. The cultural unit traces cultural events through time and change. Cultural diffusion and conceptualization of cultural events are important elements of this unit.

	ACP	EDC	MATCH	PSS	ACSP	HSGP
4.22 Q2 Information is presented to the student in a: (highly complex form--not likely to be understood - somewhat complex form--difficult to understand - simple form--easy to understand, 0-6)	3	5	4	5	4	4

4.23 Form and Pacing of Reinforcement

Q1 What feedback mechanisms are provided in the student materials or elsewhere so that the student learns the results of his encounters with the materials? How do the feedback mechanisms provide for reaching the learning goals?

ACP	Feedback comes in the form of objective and essay tests. The tests are supplied by the project.
EDC	Feedback is in the form of discussion sessions in which students apply the information from the materials to the formation of concepts and generalizations about man.
MATCH	Feedback can be taken from classroom participation and student involvement in the project activities.
PSS	Feedback comes from student participation in discussion and their attempts at hypothesis formation.

- 4.23 ACSP Feedback comes from student involvement in the materials and class discussion.
- HSGP Feedback comes through group discussion and student participation in the activities of the materials.

	ACP	EDC	MATCH	PSS	ACSP	HSGP
4.23 Q2 Does the author make clear how feedback is to be used in the materials? (unclear - moderately clear - very clear, 0-6)	3	3	2	2	3	4
Q3 Are feedback mechanisms provided consistent with the author's theoretical position(s)? (inconsistent - sometimes consistent - very consistent, 0-6)	5	4	4	3	4	5
Q4 In your judgement, will the feedback mechanisms used help achieve the learning goals? (never - sometimes - always, 0-6)	3	3	5	4	4	4

	ACP	EDC	MATCH	PSS	ACSP	HSGP
4.24 <u>Retention and Transfer</u>						
Q1 How clear is the author in describing the means whereby students are to retain necessary information during use of curriculum materials? (very obscure - moderately clear - very clear, 0-6)	3	3	3	2	2	3
Q2 To what degree are learned knowledge and skills used in similar and new situations? (not used - sometimes used - very frequently used, 0-6)	2	5	5	4	4	5
Q3 Do you think the means provided for retention and transfer are adequate? (totally inadequate - somewhat adequate - very adequate, 0-6)	2	5	5	5	4	5

4.25 Development

Q1 According to the author, what are the minimum initial levels of cognitive, emotional (affective), social, and physical skills required on the part of the student in order to successfully use the materials?

ACP

These materials are designed in a sequential pattern for grades K-7 with other supplemental units available for the junior and senior high. It is assumed that the majority of students at these levels will be able to handle these materials.

EDC

The materials are designed for the average fifth grade student. It is assumed that most fifth graders will be able to handle these materials.

MATCH

These materials are designed for upper elementary students. It is assumed that most fifth and sixth grade students will be able to handle these materials.

PSS

The two year primary sequence, Family Studies, is designed for grades one and two. It is assumed that most of the primary children will be able to handle these materials.

ACSP

The materials are designed for use as a one semester course in the ninth or tenth grade. The materials should be suited to the majority of the students at this level.

HSGP

These project materials are designed for the average ninth or tenth grade students. However most students in grades 7-12 should be able to handle these materials.

		ACP	EDC	MATCH	PSS	ACSP	HSGP
4.25	Q2 How much importance does the author/analyst attach to the following areas of development? (unimportant - moderately important - very important, 0-6)						
Cognitive	author	6	5	5	4	5	5
	analyst	6	5	5	4	5	5
Emotional	author	2	3	1	3	3	4
	analyst	2	3	1	3	3	4
Social	author	1	3	5	3	3	4
	analyst	1	3	5	3	3	4
Physical	author	0	1	3	1	2	3
	analyst	0	1	3	1	2	3

4.3 Teaching Modes

Q1 What are the principle teaching modes, as identified by the author, that are to be employed in teaching the materials?

ACP

The modes are not specifically identified, but it appears to be a deductive, teacher-centered approach.

EDC

A basic inquiry model is designed for these materials as the teacher raises issues for the student to ponder.

MATCH

The non-verbal materials are used with reconstruction activities in a discovery approach.

PSS

This project is designed to be used with the inquiry approach with interdisciplinary materials.

ACSP

The project authors stress a use approach to the materials. They recommend a general student inquiry approach.

HSGP

"The teacher of HSGP materials adopts the role of questioner, leading the student from one logical step to another, from evidence to hypothesis. Eventually, the student discovers some of the concepts being considered."

4.3 Q2 What terms describing the modes are used by the author, e.g., inquiry, discovery, directed discussion?

ACP	Deductive model
EDC	Inquiry model
MATCH	Non-verbal-discovery model
PSS	Inquiry model
ACSP	Inquiry model (in broad general terms)
HSGP	Inquiry-discovery model

	ACP	EDC	MATCH	PSS	ACSP	HSGP
Q3 How carefully are the author's terms describing teaching modes defined? (not defined - some definition - very carefully defined, 0-6)	5	4	5	5	4	5

	ACP	EDC	MATCH	PSS	ACSP	HSGP
4.31 through 4.36						
Fill in the charts keeping in mind the following questions:						
"When is the teacher or the particular resource essential in the learning situation?" Unless the author makes (or you can make) a strong case for three-way interaction (Teacher-Student-Resources), that row should not be checked. (Note the categories of this chart are divided into percentile ranges: 0-20%, 21-40%, 41-60%, 61-80%, and 81-100%)						
4.31 Q Teacher-to-Student action	61-80	0-20	0-20	41-60	21-40	0-20
4.32 Q Resource-to-Student action	0-20	61-80	21-40	41-60	41-60	21-40
4.33 Q Teacher-Student interaction	0-20	0-20	21-40	21-40	0-20	21-40
4.34 Q Student-Student interaction	0-20	21-40	21-40	0-20	0-20	21-40
4.35 Q Resource-Student interaction	21-40	0-20	0-20	0-20	21-40	21-40
4.36 Q Teacher-Student-Resource interaction	---	---	---	---	---	---

4.4 Strategy Pattern

Q1 What is the predominant pattern of strategy use?

ACP Learning the terminology of a discipline leads to an understanding of the concept system of that discipline.

EDC The student is presented with background materials. The teacher raises issues and asks the student for his assessments. The teacher's role is as facilitator and coordinator. The child is an active (rather than passive) learner through the materials which include games and simulations.

MATCH The materials allow the student to simulate the work of an archaeologist. The student sifts through the evidence in a reconstruction exercise.

PSS The student examines different cultural families which leads him to formulate and test some basic hypotheses.

ACSP The four basic units of this semester course are divided into a series of topics and problems which are broken down into daily lesson plans. (See 4.22)

HSGP The cultural unit traces the formation, diffusion, and adaptation of cultural concepts.

		ACP	EDC	MATCH	PSS	ACSP	HSGP
4.4	Q2 How clear is the author about the pattern? (very clear - moderately clear - very clear, 0-6)	5	4	6	5	5	6
	Q3 How consistent do you judge this strategy pattern to be with the objectives, content, and theory? (very inconsistent - somewhat inconsistent - very consistent, 0-6)						
	Objectives	5	5	6	5	5	5
	Content	5	5	6	5	5	5
	Theory	5	5	6	5	5	5

4.41 Selection

Q What reasons does the author give for selection of the strategies to be employed?

ACP

In order to gain mastery of any discipline the terminology and concept system must first be learned.

EDC

The author strives to give the student confidence in the power of his own mental ability and respect and understanding for the human condition. He also provides him with a structural model that can be used to analyze the human condition. The student should gain an understanding of the uniqueness of the human species and compassion for all races of man.

MATCH

The student is able to learn through non-verbal media which is an exciting alternative to verbal centered materials.

PSS

"... citizens in a democracy need to be skilled in the processes of inquiry both as it leads to developing and testing non-normative ideas and as it can be used to help make decisions about courses of action in which policy decisions involve normative or value judgments."

ACSP

The student is taught to recognize patterns in human behavior which will serve as the basis for recognizing similar patterns in other cultures. These techniques will also serve as an analytic tool in assessing man and his works in a variety of settings.

HSGP

The author hopes to use these materials to replace the traditional methods of teaching geography--which dwelt on memorization. These materials are designed to make the student an active participant in using cultural material.

	ACP	EDC	MATCH	PSS	ACSP	HSGP
4.42 Q How well does the author describe the sequences in which the strategies are to be employed? (very poorly - fair - very well, 0-6)	5	5	5	5	3	5
4.43 <u>Variety and Flexibility</u> Q What is the degree of variety and flexibility in using the strategies? (no flexibility - some flexibility - high flexibility; and no variety - some variety - much variety, 0-6)						
Variety	1	3	2	5	3	5
Flexibility	2	3	2	5	3	5
4.5 <u>Effectiveness</u> Q1 In general, how effective do you think these strategies will be in teaching the materials? (ineffective - somewhat effective - very effective, 0-6)	2	5	6	5	5	246 6

		ACP	EDC	MATCH	PSS	ACSP	HSGP
4.5	Q2 Could you teach these materials? (no - yes, with modification - yes, 0-6)	2	6	6	6	5	6
4.51	through 4.54 <u>Use of Student's Time, Student Outcomes, Teacher's Time, Cost and Use of Resources</u> How effective do you think the materials will be in terms of: (very ineffective - somewhat effective - very effective, 0-6)						
4.51	Q Use of student's time	2	5	5	4	4	4
4.52	Q Student outcomes	2	5	5	4	4	6
4.53	Q Use of teacher's time	2	5	5	4	4	4
4.54	Q Cost and use of resources	5	5	2	3	3	4

SUMMARY OF SECTION 4.0

This section was concerned with three aspects of curriculum materials which were learning theory, instruction theory, and teaching strategy. The assumption of the analysis system was that curriculum developers accepted particular theories and strategies which were reflected in the materials which they produce. In reality, however, many curriculum developers who operated from a learning theory did not include it in their materials or writings. In other cases, curriculum developers not only stated their beliefs but cited authoritative sources for their position. There were also curriculum developers who denied any awareness of a theory of learning. However, careful examination of their materials sometimes revealed the learning theory which they used in an unconscious way.

The teaching strategy became the means through which a theory was examined and tested. If the child was successful, the theory might be considered successful. If the child failed, the theory was open to question and doubt. Project materials sometimes contained theories which were not popular with educators and scholars. However, the critical matter for judgment was the results

of the theory which were measured in the light of course objectives and student success. This did not preclude the fact that no matter how successful a theory might be in terms of child success, its methods might be so repugnant as to prevent it from ever being widely adopted.

The Anthropology Curriculum Project based its learning theory on the use of words as verbal organizers. Words or terms served as abstract symbols through which incoming data were accepted or rejected. Words facilitated processing and categorizing new materials and information, and they became the basis for connecting and interrelating ideas and concepts. An authoritative source on the use of words in learning was Ausubel's work, The Psychology of Meaningful Verbal Learning.

The materials in this project, as well as the other project materials and units in this study, had been placed in the category of field theory which was described by the CMA as the mediation processes which occur in the organism between stimuli presentation and response. Mediation takes the form of internal organization patterns within the individual.

Instructional theory for this project was stated by the project writers based on the belief that

Any field of knowledge, such as anthropology, consists of a system of concepts, or word labels, which are used to express ideas and describe relationships. Any understanding or mastery of any field of knowledge begins with an understanding of the concept system, the meanings of which expand and develop as the knowledge of the discipline is extended.⁶

The author, however, did not explain how the child was to be motivated to learn the materials. Perhaps, it was assumed that the child came to the school as a willing learner.

The organizational pattern of the materials are in the form of stated objectives, daily lesson plans, and reinforced concept learning through a sequential repeating of the materials as the student proceeded through the grades. The materials came in a rather difficult verbal form. However, the author claimed that the child would learn to handle these materials with repeated exposures. Teachers might express distaste for the materials whereas the student might become accustomed to its strategy and use of terminology. Students might become conditioned to the materials, but the teacher was placed in a position where much of the learning responsibility was her responsibility. The project author was well aware of the

⁶ACP Brochure, loc. cit.

criticism of his teaching strategy, and he had been able to demonstrate through research that children did learn these material and course objectives.

The Education Development Center's Man: A Course of Study was unique in that it was directed in part by the well known learning theorist, Jerome Bruner. He had written extensively on curriculum construction as it related to learning theory. Two books by Bruner, The Process of Education and Toward a Theory of Instruction, contain his position on learning. He stated that

The learning task is to present the fundamental structure of the material to be learned in a form that can first be apprehended intuitively by the child, and then later, through instruction build upon intuitive understanding.⁷

The learning model was a motivation-barrier-goal model in which the child used all of his basic knowledge to solve a problem.

The materials in this project were organized into structures that included patterns and relationships. The student was able to recognize these patterns and relationships, and eventually he learned to seek them out when exposed to new learning situations. For instance, the

⁷Bruner, loc. cit.

life cycle of the salmon, herring gull, and baboon all shared some common patterns just as man's life cycle had some elements in common with these animals. Students began by studying the lower forms of animal life and then moved on to more socially complex animals until they concluded the course with the study of man. Armed with broad factual background knowledge and skills in recognizing patterns and structures, the student was able to make intuitive leaps by forming concepts and generalizations concerning the nature of man.

The materials provided all of the elements for learning; motivation was produced by the natural curiosity and desire to learn within the child which was stimulated in the inquiry setting. The barrier to the goal was presented in the form of problems or questions, and the goal was the formation of concepts and generalizations that were reached as a consequence of struggling with the material.

The materials were designed for use with the average fifth-grade student although some teachers had used it in the junior high. Field results indicated that it was well designed for this age group.

Theory and strategy were described and developed in this project in a more comprehensive way than in most

of the other anthropology projects or units. Curriculum developers would benefit from close association with learning and child development theorists who probably should serve in an advisory capacity in the development of all types of materials.

The project developers of Materials and Activities for Teachers and Children did not state a specific learning theory. They did develop the idea that learning can take place outside a verbal or written context. One also could have concluded that the materials did to some degree include a learning model similar to the one developed by Bruner. These materials might also reflect a Gestalt type of approach where the student attempted to piece fragments together in order to understand the whole or in this case the society of the ancient Greeks.

The instructional theory was clearer in that the materials were based upon theory which stated that "non-verbal learning takes place where the child is meaningfully engaged with some physical thing" ⁸ Again verbal here was taken to refer to the written word.

⁸Report #21. Report sent to Morrissett from Peter Papworth (mimeographed) on file in SSEC resource library.

Learning strategy was based upon the working world of the archaeologist. The data or artifacts and methodology of archaeological finds were introduced to the student in a role playing situation in which the student was to reconstruct a 400 B.C. Greek household. The student also engaged in concept and generalization development as he speculated about the culture of the ancient Greeks.

This box or kit was designed for the fifth grade, but it probably could have been used effectively at other grade levels. The unique characteristics of this kit included its role playing, simulation, and discovery activities. The student might find it a refreshing approach to learning although the strategy in this material was basically that found in the great variety of games and simulations commercially available in 1972.

Project Social Studies did not offer a clear statement on learning theory; however, the materials seemed to have been based on the learning theory of Bruner. The author emphasized the need for students to develop skills needed in concept, generalization, and hypothesis formation. Piaget's development theories could also be seen at various grade levels although they

seemed to have been violated in the lower or primary grades, a practice which Bruner's theory seemed to encourage.

Instructional theory was more explicitly stated in the project material and literature. The inquiry approach was recommended when using the materials and was carefully included in the teaching activities.

The curriculum emphasized an inquiry teaching strategy which encourages children to find out things for themselves rather than one which emphasizes the absorption of generalizations presented ready-made by the teacher, a book or a film.⁹

The teaching strategy encompassed the entire K-12 program which used a multi-disciplinary approach to the social studies. The central organizing concept was culture, and the curriculum tried to account for scope, sequence, continuity and integration of the materials. At the unit level, each lesson plan was organized around a concept which was carefully explained in the teacher's guide. The teacher's guide not only provided lesson objectives, but also ways in which attitudes and skill could be developed.

⁹Edith West, Rationale and Overview, Pamphlet provided with kit materials.

The Anthropology Curriculum Study Project did not state a particular position on learning theory. However, the student was asked to go from the known to the unknown which was similar to the intuitive leap described by Bruner. The student was asked to form concepts and generalizations from the data or to explore social and cultural problems from the materials.

The instructional theory was not as clearly stated as in some other projects, although, objectives and lesson instructions were clear and precise. In a position paper, the author wrote that

. . . what is learned in any instructional setting is determined by what the learner does with the material in question. Thus, the essence of Patterns in Human History is not embodied only in its materials, which are unique among social studies programs, but in the use to which it is recommended their materials be put.

Collier then went on to recommend that their materials be used in the following manner:

In the main, the manual recommends that the teacher be a "question poser," "an encourager of pupil responses," "a clarifier." Perhaps the term "guider" conveys best a summation of these roles, in contrast to "giver" ¹⁰

The teaching strategy was aimed at providing students with skills for recognizing patterns in human

¹⁰Malcolm Collier, mimeographed position paper on file in the SSEC.

behavior. The four units began with the unit "Studying Society" which was developed to teach these skills. The other units then built upon these skills.

Though the project developers might not agree, their materials were the type that required the students to wear the hat of the anthropologist as they received the type of materials and training, though in a more simplified form, that undergraduates might receive in an introductory course as freshmen in college.

The High School Geography Project did not state a specific learning theory, however, the learning theory inherent in the materials was similar to that stated by Bruner. The student was asked to make an intuitive leap from the factual data to concept formation. The student at this age level would be categorized in Piaget's formal operations stage. The influence of Piaget was seen in this material in that the student was expected to be capable of handling abstract concepts in a creative manner which was characteristic of this level of development.

The instructional theory was based upon an inquiry method which placed the teacher in the role of facilitator. The student was responsible for interpreting the data as he became the decision maker and problem solver.

The teacher of HSGP material adopts the role of questioner, leading the student from one logical step to another, from evidence to hypothesis. Eventually, the student discovers some of the concepts being considered.¹¹

The teaching strategy was carefully and clearly programmed in the teacher's guide. Each daily lesson contained objectives, activities, and attitudes. The student materials contained the factual and background information that were necessary for concept formation. This unit seemed to be an ideal model which was based upon a consistent rationale of its author.

¹¹High School Geography Project, brochure describing the project, Boulder, Colorado, 1967, p. 3.

SECTION V

The teaching of the social studies often has been subject to controversial attack on the part of parents, pupils, teachers, administrators, and school board members. However, in most communities the public has accepted the concept that school-age children could and should deal with social issues when they were presented and handled in a professional manner. In the late 19th and early 20th century, the teaching of anthropology would have been considered unacceptable in many communities. In the 1960's there were still some elements in the general population who opposed the teaching of anthropology on political, religious, or philosophical grounds. In spite of this resistance, there was a growing interest in and demand for courses and materials on anthropology. There was a growing awareness not only among students and teachers but also within the general public that courses which taught about the culture of man had been absent from the curriculum. Materials and courses in this area were not only being accepted but were sought after.

5.0 Antecedent Conditions

Anthropology Curriculum Project (ACP). The materials in this project would appeal to teachers and communities that stressed a strong academic approach to the subject matter. The course tended to lend itself to the more traditional teacher-centered approach. The materials were rather austere in appearance but got right down to a "no nonsense approach to education." The students needed to be able readers and disciplined to the rigorous approach of these materials. The cost was reasonable and should have been well within the reach of most school districts.

Education Development Center (EDC). Man: A Course of Study material was very attractive and should have appealed to all types of communities, teachers, and students. However, unless a school district could afford the entire set of materials including the films, they might want to consider less expensive materials. The middle size or large school districts which could rotate the films and materials between classrooms should have considered these materials. These materials were acceptable for all regions of the country and to all racial and occupational groups.

Materials and Activities for Teachers and Children

(MATCH). Materials from this project came in kit form and were supplemental in nature. The kit might have been too expensive in some school districts, and the artifacts were susceptible to breakage and loss. However, the materials were very attractive and should have appealed to all types of communities and groups. This project also offered ideas so that school districts or teachers could make their own materials if they were so inclined. The project had a strong non-verbal approach which would be useful with poorer readers.

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Curriculum Center (PSS). The Family of Man materials came in kit form and were very appealing at a fairly reasonable price, depending on the number of kits purchased. These could be rotated through several buildings which would reduce the overall cost. Though the artifacts included within the kit were fairly sturdy, there was some danger of breakage and loss. The reading books were well selected for the primary level--assuming the teacher was the reader at the first grade level. All types of communities and groups would find this very appealing material.

Anthropology Curriculum Study Project (ACSP).

High school students should find this material very attractive as a semester course or as supplementary material. The project materials could be circulated between classes with "reasonable care." The material took a social science approach to anthropology, and the students were exposed to anthropology methodology. The materials were very appealing and would be acceptable to most communities and groups.

High School Geography Project (HSGP). The cultural unit from this project was well planned and would be useful as supplementary material in an anthropology course. The material would be especially appealing to average and slower readers while some of the more capable students might find the readings too easy. However, the discovery approach of this material should have had a wide student appeal. All types of communities and groups would find this material acceptable.

	ACP	EDC	MATCH	PSS	ACSP	HSGP
5.1 <u>Physical Characteristics</u>						
Q1 At what grade level(s) should students be in order to have the most success with these materials?	K-9	5	6-8	1	9-12	9-10
Q2 At what grade level(s) should students be in order to have moderate success with these materials?	K-7	4	5-6	1	8	7
Q3 These materials are suited for pupils of what academic status? (slow learner - average - gifted, 0-6)	4	3	3	3	3	3

	ACP	EDC	MATCH	PSS	ACSP	HSGP
5.1 Q4 Indicate with a check mark the success the various groups indicated below might have with the materials. (1. no success - 2. some success - 3. good success)						
Blacks	2	3	3	3	3	3
Indians	2	3	3	3	3	3
Jews	2	3	3	3	3	3
Mexicans	2	3	3	3	3	3
Oriental	2	3	3	3	3	3
Whites	2	3	3	3	3	3
Others	2	3	3	3	3	3

5.11 Physical Aspects

Q1 With what age student are these materials most appropriate? Age _____ yrs.

	5-14	11	12-13	6	14-16	14
Q2 Will boys and/or girls have varying degrees of success with these materials?						
No success - both						
Moderate success - both	x					
Good success - both		x	x	x	x	x
						264

		ACP	EDC	MATCH	PSS	ACSP	HSGP
5.11	Q3 Will motoric abilities be necessary for students to manipulate these materials?	No	No	No	No	No	No
	Q4 Are there any unique physical requisites which students need in order to successfully use these materials?	No	No	No	No	No	No
	Q5 To what degree will the physical aspects of the students have an impact on their success with these materials? (none - some degree - a great deal, 0-6)	0	0	0	0	0	0
5.12	<u>Intellectual Aspects</u>						
	Q At what level of intellectual development should the pupil be? What must he know? What intellectual skills should he possess? Average (x)	x	x	x	x	x	x
5.13	<u>Affective Aspects</u>						
	Q1 Should the student have given attitudes that will contribute to the success of studying these materials?	No	No	No	No	No	No

	ACP	EDC	MATCH	PSS	ACSP	HSGP
5.13 Q2 Should the student have given attitudes that will be changed or reinforced by successful study of these materials?	No	No	No	No	No	No
Q3 In what cases will the student's attitude make a difference in the success of the materials? (will not make a difference - moderate difference - will make a difference, 0-6)						
Toward school	5	3	3	3	3	3
Toward learning	5	3	3	3	3	3
Toward self	3	3	3	3	3	4
Toward others	3	4	5	3	3	5
Toward change	3	3	3	3	3	4
Q4 Do the materials do anything about these attitudes? (change - leave as is - reinforce, 0-6)	3	2	2	2	2	2

5.14 Social Aspects

Q What social characteristics should a student possess in order to have success with these materials?

ACP No special requirements

EDC A willingness to work in group and individual activities

MATCH A willingness to work in individual and group activities with discovery materials

PSS No special requirements

ACSP No special requirements

HSGP A willingness to take part in class discussion

5.15 Behavioral Characteristics

Q1 How should the student behave in order to have success with these materials?

ACP The student should display mastery of difficult anthropology terminology and be able to apply it correctly.

EDC The student should be able to handle insightful concepts and generalizations as they apply to man. He should demonstrate a basic understanding for man's place in the natural world.

5.15 MATCH

The student should be able to show successful results from group efforts in developing concepts and generalizations about a Greek household that existed around 400 B.C. He should have developed a basic understanding for the working world of an archaeologist.

PSS

The student should have gained skills in formulating hypotheses and in dealing with basic concepts and generalizations about the cultures of man.

ACSP

The student should be able to recognize patterns of basic human behavior and be able to apply some basic anthropological techniques to cultural materials.

HSGP

The student should become skilled in developing concepts and generalizations from data dealing with man's culture.

5.15 Q2 What will students expect the behavior of another student to be while working, with these materials?

ACP

Routine behavior of the average classroom

EDC

Student will expect others to work cooperatively in group situations and participate in class discussion.

MATCH

Student will expect others to work cooperatively in group activities and in class projects.

- 5.15 PSS Student will expect other students to be good listeners and be willing to participate in discussion activities.
- ACSP Student will expect routine behavior from their fellow students.
- HSGP A student should show a willingness to participate in classroom discussion and in group projects.
- 5.15 Q3 What will the teacher expect the student's behavior to be while working with these materials?
- ACP The teacher will expect the student to willingly deal with written material and terminology.
- EDC The teacher will expect the student to handle a wide variety of different types of materials and activities individually and in group sessions.
- MATCH The teacher will expect the student to work well and cooperatively in group and class activities being especially careful with the somewhat fragile artifact material.
- PSS The teacher will expect the student to be a fairly good listener and be willing to express himself verbally.
- ACSP The teacher will expect the student to deal with multi-media materials and activities with a fairly long attention span for some of the material.

5.15 HSGP

The teacher will expect the student to be willing participant in class discussion.

	ACP	EDC	MATCH	PSS	ACSP	HSGP
5.16 <u>Motivational Aspects</u>						
Q1 How motivated will the student need to be to work with these materials? (unmotivated - moderately motivated - highly motivated, 0-6)	4	2	2	2	2	2
Q2 Will personal achievement and aspirations have anything to do with the student's success with these materials? (nothing - something - a great deal, 0-6)	5	2	2	2	3	3
Q3 Should the student have already determined goals in any of the following categories?						
Vocational	No	No	No	No	No	No
Nonvocational	No	No	No	No	No	No
Academic	No	No	No	No	No	No
Nonacademic	No	No	No	No	No	No

5.2 Teacher Characteristics

Q1 What type of teacher, with respect to academic background, training, and experience will have success in teaching these materials?

ACP No special background or training is required.

EDC No special background or training is required.

MATCH No special background or training is required.

PSS No special background or training is required.

ACSP No special background or training is required.

HSGP No special background or training is required.

5.2 Q2 What type of teacher personality is best suited to teach these materials successfully? (strongly attached to orderly procedure - somewhat flexible - extremely flexible, 0-6)

2 3 4 5 4 3 4

Q3 What cultural and socioeconomic characteristics should a teacher possess in order to use these materials successfully? NA

NA NA NA NA NA NA

		ACP	EDC	MATCH	PSS	ACSP	HSGP
5.2	Q4 At what intelligence level should the teacher be to successfully implement these materials? Average (x)	x	x	x	x	x	x
	Q5 To what degree will the teacher have to be motivated to use these materials? (unmotivated - moderately motivated - highly motivated, 0-6)	5	3	3	3	3	4
5.21	<u>Knowledge Requirements, Including Formal Education</u> Q How great an effect will the teacher's previous education have on the teaching of these materials? (no effect - some a great deal, 0-6)	4	3	3	3	4	2
5.22	<u>Experience</u> Q1 To what extent does teacher experience have a bearing on the successful use of these materials? (none - some - a great deal, 0-6)	4	3	3	3	3	3

		ACP	EDC	MATCH	PSS	ACSP	HSGP
5.22	Q2 Will the teacher need to have a number of years of teaching experience to use these materials successfully?	No	No	No	No	No	No
	Q3 How many years of teaching experience should the teacher have to successfully teach these materials? (categories-- years-- 0-2, 3-5, 6-8, 9-10, over 10)	0-2	0-2	0-2	0-2	0-2	0-2
	Q4 Is other experience besides teaching experience necessary for a teacher to teach these materials successfully?						
	Professional	No	No	No	No	No	No
	Non-professional	No	No	No	No	No	No
5.23	<u>Cultural Background</u>						
	Q1 Would a given cultural background of a teacher lead to the successful teaching of these materials?	No	No	No	No	No	No

		ACP	EDC	MATCH	PSS	ACSP	HSGP
5.23	Q2 What degree of success would teachers from the following ethnic groups have in teaching these materials? (1. no success - 2. moderate success - 3.great success)						
	Blacks	2	3	3	3	3	3
	Indians	2	3	3	3	3	3
	Jews	2	3	3	3	3	3
	Mexicans	2	3	3	3	3	3
	Oriental	2	3	3	3	3	3
	Whites	2	3	3	3	3	3

5.24	<u>Socio-Economic Background</u>						
	Q What degree of success would teachers from the following socio-economic levels have in teaching these materials? (1. no success - 2. moderate success - 3. great success)						
	Lower	2	3	3	3	3	3
	Middle	2	3	3	3	3	3
	Upper	2	3	3	3	3	3

	ACP	EDC	MATCH	PSS	ACSP	HSGP
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5.25 Personality

Q1 To what extent will the teacher's personality determine success when using these materials? (none - some - a great deal, 0-6)

	3	5	5	3	3	5
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5.25 Q2 What are the personality traits that the teacher should possess to use these materials successfully?

ACP No special traits

EDC The teacher should be flexible and open to new ideas.

MATCH The teacher must be flexible and willing to allow the student to work in a high activity setting.

PSS No special traits

ACSP No special traits

HSGP The teacher should be flexible and willing to allow the student to express himself openly.

	ACP	EDC	MATCH	PSS	ACSP	HSGP
5.3 School						
Q What school conditions are necessary for successful implementation and use of these materials?						
No special conditions (x)	x	x	x	x	x	x
5.31 Organization						
Q Indicate the extent to which these materials will be successful when used with the following types of organizations: (no success - moderate success - great success, 0-6)						
Graded school	3	5	4	5	5	5
Non-graded school	3	5	4	5	NA	NA
Multi-graded school	3	5	4	5	5	5
Self-contained classroom	5	5	5	5	5	5
Departmentalized organization	5	5	4	NA	6	5
Team teaching	3	5	4	5	6	5
Homogeneous class	5	5	4	5	5	5
Heterogeneous class	3	5	4	5	5	5
Flexible schedule	2	5	4	NA	5	5
Modular schedule	3	5	4	NA	5	5
						276

	ACP	EDC	MATCH	PSS	ACSP	HSGP
<u>5.32 Physical Conditions</u>						
Q What physical conditions in the classroom are most conducive to the implementation and use of these materials?						
(1. no special requirements -						
2. self contained - 3. tables and chairs)	2	1	3	1	1	1
<u>5.33 Library</u>						
Q1 Will a school library be needed when studying these materials?	No	No	No	No	No	No
Q2 To what extent will a school library be used with these materials? (none - some - a great deal, 0-6)	2	2	1	1	2	2
Q3 What resource centers will be necessary in the school to successfully use these materials? None (x)	x	x	x	x	x	x

	ACP	EDC	MATCH	PSS	ACSP	HSGP
5.33 Q4 What laboratories will be necessary in the school to successfully use these materials? None (x)	x	x	x	x	x	x
5.34 <u>Administrative Support and Assistance</u>						
Q Will administrative support and assistance be an important factor in determining successful use of these materials? (not important - moderately important - very important, 0-6)	5	3	2	3	3	3
5.4 <u>Community Characteristics</u>						
Q1 What type of community is best suited for the successful teaching of these materials? (1. academically oriented - 2. all types - 3. affluent)	1	2,3	3	2	2	2
Q2 In what geographic areas will the materials be most successful? All areas (x)	x	x	x	x	x	x

	ACP	EDC	MATCH	PSS	ACSP	HSGP
5.4 Q3 What should the occupational-industrial makeup of the community be to successfully implement these materials?	x	x	x	x	x	x
No special requirement (x)						
Q4 What should the social attitudes of a community be to successfully implement these materials? (very conservative - middle of the road - very liberal, 0-6)	3	4	3	3	3	3
5.41 Geographic Characteristics						
Q1 Check the degree of success students will have with these materials in the areas given below. (1. none - 2. moderate - 3. great)						
Urban	2	3	3	3	3	3
Inner City	1-2	3	3	3	3	3
Suburban	2	3	3	3	3	3
Rural	2	3	3	3	3	3

	ACP	EDC	MATCH	PSS	ACSP	HSGP
5.41 Q2 Check below the different degrees of success students will have when using these materials in different geographic areas. (1. no success - 2. moderate success - 3. great success)						
North	2	3	3	3	3	3
Northeast	2	3	3	3	3	3
East	2	3	3	3	3	3
Southeast	2	3	3	3	3	3
Midwest	2	3	3	3	3	3
Southwest	2	3	3	3	3	3
West	2	3	3	3	3	3
Northwest	2	3	3	3	3	3

- 5.42 Dominant Occupational and Industrial Characteristics
- Q1 If these materials are to be accepted by the community, what occupational groups should dominate the community?
- No special requirement (x)

x

x

x

x

x

x

		ACP	EDC	MATCH	PSS	ACSP	HSGP
5.42	Q2 To what extent will the occupational characteristics of the community affect the successful implementation of these materials? (not at all - some - a great deal, 0-6)	3	0	0	0	0	0
	Q3 If these materials are to be accepted by the community, what industries should dominate the community?	NA	NA	NA	NA	NA	NA
	Q4 To what extent will the industrial characteristics of the community affect the successful implementation of these materials? (not at all - some - a great deal, 0-6)	0	0	0	0	0	0
5.43	Residents: Static or Mobile						
	Q Should the residents be static or mobile, or both to successfully implement these materials? (1. static - 2. mobile - 3. both - 4. either)	1	3	1	4	1	4

		ACP	EDC	MATCH	PSS	ACSP	HSGP
5.44	<u>Conservative or Liberal</u>						
	Q1 What should the economic attitudes of the community be to successfully implement these materials? (very conservative - middle of the road - very liberal, 0-6)	3	3	3	3	3	3
	Q2 What should the political attitudes of the community be to successfully implement these materials? (very conservative - middle of the road - very liberal, 0-6)	3	3	3	3	3	3
	Q3 What are the chances of the materials causing conflict between conservative and liberal elements of the community? (no chance - maybe - sure to, 0-6)	3	4	3	3	3	3
5.45	<u>Social and Cultural</u>						
	Q What social and cultural characteristics should a community reflect in order for these materials to be implemented successfully?						
	No specific requirement (x)	x	x	x	x	x	x
							282

	ACP	EDC	MATCH	PSS	ACSP	HSGP
5.46 Support						
Q1 Will the success of these materials depend on strong community support?	No	No	No	No	No	No
Q2 What kind of community support will the school system and classroom teacher need to successfully implement these materials?						
Typical support (x)	x	x	x	x	x	x

300

5.5 Relationship to Other Aspects of Curriculum

Q How well do these materials relate to other materials being taught in the existing K-12 curriculum structure?

ACP

These materials are designed to supplement the existing social studies program in the K-7 sequence with additional supplemental units for the secondary level.

EDC

This material is designed as a one year course for the fifth grade and would fit in very well with most K-12 social studies programs.

MATCH

These materials could be used as a separate unit or as activity materials in connection with the regular social studies materials.

5.5 PSS

These materials could be used as a primary course for the entire year, or the kits could be purchased separately as distinct units. The project itself is designed as a K-12 comprehensive program.

ACSP

This project is designed as a semester course that could be used in connection with world history or as a separate anthropology course.

HSGP

The unit on cultural geography is one of six units in the geography project. This unit could be used separately as a unit in an anthropology course.

	ACP	EDC	MATCH	PSS	ACSP	HSGP
5.51 <u>Vertical</u>						
Q1 How well do these materials relate to the preceding year's program? (unrelated - somewhat related - related, 0-6)	NA	NA	NA	NA	NA	NA
Q2 Within the analyst's frame of reference, what is the title of the course taught the preceding year in the K-12 curriculum?	NA	NA	NA	NA	NA	NA
Q3 How well do these materials relate to the succeeding year's program? (assumes analyst working within a particular school system at given time)	NA	NA	NA	NA	NA	NA

5.52	Horizontal	ACP	EDC	MATCH	PSS	ACSP	HSGP
	Q1 How well do these materials relate to other courses being taught at the same grade level as these materials?	NA	NA	NA	NA	NA	NA
	Q2 How well do these materials relate to the following disciplines? (unrelated - somewhat related - relate well, 0-6)						
	Science	3	3	3	0	4	3
	English	4	0	0	0	1	2
	Math	0	0	0	0	0	0
	P.E.	0	0	0	0	0	0
	Art	2	3	4	2	3	3
	Music	2	3	2	2	3	3

SUMMARY OF SECTION 5.0

The antecedent conditions "are the conditions which must exist with respect to pupil, teacher, school, and community in order for the curriculum materials to be successfully implemented."¹² Basically, the analysis tries to determine if there are any special types of training, facilities or other conditions that are needed to implement the materials. It also determines if there are any special types of attitudes in the community that might prevent the materials from being used.

In general, most project directors were trying to provide materials that had as wide an appeal as possible. There were exceptions in that some materials were specifically designed for slower or more capable students. However, in the project materials of this study, all of the materials were designed for the average or the majority of the students, and they could be adopted by most any school district in the nation. Many of these projects made the claim that the materials could be taught by teachers with absolutely no special training in anthropology although some teachers or members of the

¹²Morrissett, et al., op. cit., p. 88.

discipline may disagree. These materials were all prescribed for specific grade levels; however, there was a good chance that some schools would use the materials at other grade levels than the one for which they were prescribed.

The Anthropology Curriculum Project had perhaps the most limited material of the anthropology projects because of its teaching strategy and the austere appearance of the materials. However, it certainly was not limited to a specific type of community or geographic location. The materials did not require any special preparation for teachers or pupils, except a willingness to apply themselves to this type of learning. It was predicted that where adopted the materials would lead to moderate success by both boys and girls from all types of racial and ethnic backgrounds. The materials were open to all types of physical settings, although the traditional single class unit was perhaps the best setting for obtaining optimal success. These materials might have more appeal for the academically oriented community though this might not always be true. Students transferring in at mid-term might find it difficult to adapt to the style of learning.

The materials were designed as supplemental units and would easily be compatible with the existing social studies programs. This was one of the more appealing aspects of these materials. They did not attempt to take the place of the other social studies programs but simply offered the schools additional materials for their programs.

Man: A Course of Study is perhaps the best known and might be the most widely adopted program in anthropology at this time. This course was suitable for all types of communities and all regions of the country. The materials did require a degree of flexibility on the part of teachers who would need to allow students to work in groups. The students had to be allowed to carry on in a reasonably noisy and active way. The expense of this project might have limited it somewhat. Schools that could circulate the films among the classrooms were probably more interested in this project than the poorer and smaller schools. The project could lead to some very successful and satisfying experiences for both teachers and students.

The MATCH box "A House of Ancient Greece" was suitable for all types of schools and communities. Its

non-verbal approach to learning might have a special appeal in core-city districts.

The materials were of a rather fragile nature and special care would have to be taken to prevent breakage. Students worked in teams so that a fair amount of flexibility was needed in order for the materials to succeed, and students would need to work cooperatively in sharing the work. The teacher's role was that of coordinator, and the responsibility for the work and leadership fell to the student.

This project should have met with a great amount of success, however, it was expensive, and this might limit its use. The materials and strategy were similar to simulation games except they were much more elaborate and complete in their unique approach.

The Project Social Studies units on the "Hopi Indian Family" and the "Ashanti Family of Ghana" were kits that could have a national appeal for all types of communities and schools. The materials could be used with good success with both boys and girls from all types of racial and ethnic backgrounds.

The only thing that these two primary units required was that students be fairly good listeners

which would be no problem in the case of these carefully selected books. The materials came in self contained eight week unit kits which made the program (according to project literature) "less expensive than conventional, hard bound text programs." They were also inexpensive when compared with other kit materials. The materials were sturdy and would last for a reasonable length of time with normal care. Teachers especially would enjoy teaching these materials because of the strategy and carefully detailed teacher's guide. The materials were designed for flexible use so that teachers could personalize and adapt the program to meet the needs of their classes.

These materials would be well accepted whether they were purchased as an individual unit or as part of the entire K-12 program of which these two units were only a part. The materials were an example of the important contribution that scholars can make in influencing the type of materials that are marketed for the public schools.

The Anthropology Curriculum Study Project was designed for use in all types of schools and communities in all sections of the nation. The materials would be

well accepted by both boys and girls of all racial and ethnic backgrounds. The materials were well planned, and they were very attractive in appearance.

Although the activities and directions were carefully planned, some of the lessons tended to be long, tedious, and in some cases dull. This, however, might be overcome by the teacher who modified the lessons and activities to meet each individual situation. The merits of the project outweighed many of the disadvantages. World history teachers who wanted to deviate from the traditional curriculum, as well as high schools looking for additional courses as electives, probably found these materials worthy of consideration.

The High School Geography Project was designed for general use by all types of schools and communities. The materials were designed for the average reader, but slower readers would find the materials very palatable. However, the more capable student might not be challenged by the materials in this unit. The materials could be used in all of the high school grades, nine through twelve. The teacher needed to be willing to allow the students more than the average amount of freedom, noise, and movement than was found in many conventional classrooms. However, the loss in restriction seemed to be more than compensated for in learning motivation.

SECTION VI

Evaluative data were available on most of the projects either in the project's final report or from experimental or quasi-experimental research. However, some of the projects had not completed their evaluative programs or in some cases, the data were not available. The Educational Resources Information Center/Clearinghouse for Social Studies-Social Science Education contained information on most of the projects regarding evaluation.

6.0 Evaluation

Anthropology Curriculum Project (ACP). This project had carried out extensive work in evaluation and measurement. Rice reported that the training of teachers did not contribute to student achievement with anthropology materials.¹³ Thomas reported that there was no significant difference in student achievement between students using ACP programmed materials and those using

¹³Marion J. Rice, "The Effectiveness of Teacher Training as Measured by Pupil Performance," paper presented at the Annual Convention, National Council of Social Studies, N.Y., November, 1970.

the traditional materials.¹⁴ Wash experimented with ACP course materials and found that children could learn ACP materials. However, the evidence about the amount of teacher training was not conclusive.¹⁵ There was also an article by Rice that contained seven evaluations completed on ACP materials.¹⁶

Education Development Center (EDC). MACOS was extensively field tested in classrooms throughout the country. Hanley reported that teachers were asked for their reactions to the materials after teaching the course. Also, students involved in the course were interviewed as part of this evaluation. The general reaction of teachers was positive.¹⁷

¹⁴Georgelle Thomas, "The Use of Programmed Instruction for Teaching Anthropology in the Fifth Grade," microfilm at ERIC/ChESS, Boulder, Colo., 1967.

¹⁵J. A. Wash, Medical College of Georgia, American Educational Research Association, microfilm at ERIC/ChESS, Boulder, Colo., February, 1967.

¹⁶M. J. Rice, "Evaluation in the Anthropology Curriculum Project," microfilm at ERIC/ChESS, Boulder, Colo., 1969.

¹⁷Janet P. Hanley, "Curiosity, Competence, Community: An Evaluation of Man: A Course of Study. A Summary Report," microfilm at ERIC/ChESS, Boulder, Colo., 1970.

Material and Activities for Teachers and Children

(MATCH). There was a final report from this project, but evaluative data were not available. Kresse reported that teachers who were piloting the materials made daily assessments and an overall final assessment of the materials before sixteen of the boxes became commercially available.¹⁸

University of Minnesota Project Social Studies

Curriculum Center (PSS). Evaluative data were very scant on the Family of Man units, although there was a final report from the project. The Speedier Project had made some preliminary evaluations, but most of these data dealt with implementation of the project.

Anthropology Curriculum Study Project (ACSP).

Evaluative data were not available although there was a final report from this project. There were some experimental data connected with the project, but these studies were not helpful in connection with the needed data.

¹⁸Frederick H. Kresse, "Materials and Activities for Teachers and Children: A Project to Develop and Evaluate Multi-Media Kits for Elementary Schools, Vol. I and II, Final Report," microfilm at ERIC/ChESS, Boulder, Colo., 1968.

Tenenberg described a research model that would be used in assessing ACSP materials.¹⁹

High School Geography Project (HSGP). Materials in this project were widely tested, and the results of field tests aided in the revision of the final product. The evaluative data were available. Kurfman reported the development of the evaluative strategy.²⁰ The most descriptive and comprehensive study of this project was reported in Pratt's doctoral dissertation. He described the unique and extensive evaluative program that used a construction-testing-revision model which brought teacher and student opinions into the curriculum.²¹ Kurfman reported on the results of the cultural unit in regard

¹⁹T. W. Parsons and M. S. Tenenberg, "Conceptual Structure for Research on Curriculum Implementation," microfilm at ERIC/ChESS, Boulder, Colo., 1970.

²⁰Dana G. Kurfman, "Using Questionnaire Data to Revise Curriculum Materials," microfilm at ERIC/ChESS, Boulder, Colo., March, 1970.

²¹Robert B. Pratt, "A Historical Analysis of the High School Geography Project as a Study in Curriculum Development," microfilm at ERIC/ChESS, Boulder, Colo., 1970.

to meeting objectives, activity effectiveness, enjoyment, and student learning. Each unit of this project was evaluated separately.²²

²²D. G. Kurfman and others, "The Geography of Cultural Change. Evaluation Report from a Limited School Trial of a Teaching Unit of the High School Geography Project," microfilm at ERIC/ChESS, Boulder, Colo., 1968.

6.1 Sources of Evaluation Data

Q With respect to the analysis and use of the materials, what primary sources of evaluation data are available?

ACP

Marion J. Rice, "Evaluation in the Anthropology Curriculum Project," Athens, Georgia: University of Georgia, January, 1969.

Marion J. Rice, "The Effectiveness of Teacher Training as Measured by Pupil Performance," Athens, Georgia: University of Georgia, 1970.

Georgelle Thomas, "The Use of Programmed Instruction for Teaching Anthropology in the Fifth Grade," Athens, Georgia: University of Georgia, 1967.

J. A. Wash, Jr., Medical College of Georgia, American Educational Research Association, February, 1967.

(CMAs are also available on many of these projects from the SSEC)

EDC

Janet P. Hanley, et al., "Curiosity, Competence, Community: An Evaluation of Man: A Course of Study. A Summary Report," Newton, Mass.: Educational Development Center, Inc., 1970.

MATCH

Frederick H. Kresse, "Materials and Activities for Teachers and Children: A Project to Develop and Evaluate Multi-Media Kits for Elementary Schools, Volumes I and II, Final Report," Boston, Mass.: Children's Museum, 1968.

PSS

See 1.61.

ACSP

Theodore W. Parsons and Morton S. Tenenberg, "Conceptual Structure for Research on Curriculum Implementation," Washington, D.C.: American Anthropology Association, January, 1970.

Morton S. Tenenberg, "The Use of a Criterion-Based Performance Test in Revising a Social Studies Curriculum," ERIC/ChESS, 1970.

HSGP

Dana G. Kurfman, et al., "The Geography of Culture Change. Evaluation Report from a Limited School Trial of a Teaching Unit of the High School Geography Project," Boulder, Colorado: High School Geography Project, April, 1968.

Robert B. Pratt, "A Historical Analysis of the High School Geography Project as a Study in Curriculum Development," Doctoral Dissertation, University of Colorado, Boulder, Colorado, 1970.

6.11-Q through 6.17-Q

Below is a checklist for sources of evaluative data about the materials. Check those sources which apply, give the title(s) of the source(s), and briefly describe each source.

6.11 Q The analyst (working from materials)

x x x x x x

6.12 Q1 Other analysts

(see CMAs at SSEC, Boulder, Colorado)

	ACP	EDC	MATCH	PSS	ACSP	HSGP
6.12 Q2 <u>Evaluators and research</u>	(see 6.1 above)					
6.13 Q <u>Standard tests</u>	UA	UA	UA	UA	UA	UA
6.14 Q1 <u>Classroom observations by teachers</u>	UA	UA	UA	UA	UA	UA
Q2 <u>Other</u>	UA	UA	UA	UA	UA	UA
6.15 Q <u>Out-of-class observations by:</u>						
Teachers						
Administrators	UA	UA	UA	UA	UA	UA
Parents						
Others						
6.16 Q <u>Students</u>	UA	UA	UA	UA	UA	UA
6.17 Q <u>Others</u>	UA	UA	UA	UA	UA	UA

6.2 Effects Predicted or Reported

Q1 In general, what effects of use of the materials would you (the analyst) predict?

ACP

In general, children will learn some of the anthropology terminology and concepts in this project. However, unless the use of this same type of materials continues, much will be lost to the majority of students through disuse.

EDC

In general, this project should produce good results. The student should learn the materials, but more important cognitive skills are encouraged that should aid the student in all cognitive situations.

MATCH

In general, these materials will aid schools that need non-verbal activities. However, the materials can be difficult to care for and would be only successful as a supplemental aid.

PSS

In general, these materials should be very successful for primary children. Teachers will especially enjoy teaching this material because of the attractive and well developed teacher's guide. The student will enjoy the attractive materials and the instructional approach.

ACSP

In general, these materials should open the secondary schools to the discipline of anthropology. The materials could become somewhat dull if the lessons are not tempered with the planning judgment of the teacher. However, the materials will be an exciting alternative as an offering in elective form or as supplemental material in a world history course.

6.2 HSGP

In general, these materials will be well accepted by both student and teacher because of the material content and the instructional procedures. However, the more capable students may find the material too easy.

6.2 Q2 In general, what actual effects of use of the materials were reported by researchers, evaluators, observers, and/or students?

ACP

Researchers found that students were able to learn the content of the material, and the amount of teacher training in anthropology did not affect student outcomes.

EDC

Surveys of students and teachers involved with the materials found that students' scores improved significantly with the material. The teachers indicated a positive attitude toward the materials and its style of teaching.

MATCH

There are no available results on this project though teachers and students were heavily involved in the development of the materials before they were sold commercially.

PSS

Only preliminary evaluative data are available on this project which is concerned mainly with implementation of the project.

ACSP

Helpful evaluative data are not available from this project at this time.

HSGP

Each unit in this project was evaluated separately and the results of that evaluation aided in the final revision of the material. The students and teachers were quite positive in their assessment of the material.

		ACP	EDC	MATCH	PSS	ACSP	HSGP
6.2	Q3 To what degree do your predictions and the reported effects agree? (no agreement - some agreement - complete agreement, 0-6)	5	5	UA	4	UA	5
	Q4 In general, how successful in use were the materials reported to be? (unsuccessful - somewhat successful - very successful, 0-6)	4	5	UA	4	UA	5
6.21	<u>Success with Students</u>						
	Q1 through Q2. How successful are the materials predicted/ reported to with students?						
	Q1 Analyst's prediction (unsuccessful - somewhat successful - very successful, 0-6)	3	5	4	5	5	5
	Q2 Reported information (unsuccessful - somewhat successful - very successful, 0-6)	4	5	UA	UA	UA	5

	ACP	EDC	MATCH	PSS	ACSP	HSGP
6.22 <u>Impact on Teachers</u>						
What degree of impact is predicted/reported as a result of use of the materials?						
Q1 Analyst's prediction (no impact - some impact - high impact, 0-6)	3	3	3	3	4	3
Q2 Reported information (no impact - some impact - high impact, 0-6)	UA	UA	UA	UA	UA	4
6.23 <u>Impact on Sponsoring Institution</u>						
Q As a result of the curriculum materials project, what is the reported impact on the institution which sponsored the project? (no impact - some impact - high impact, 0-6)	UA	UA	UA	UA	UA	UA

	ACP	EDC	MATCH	PSS	ACSP	HSGP
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6.24 Impact on School(s) or School System

Q What is the predicted/ reported impact on the school(s) and/or school system as a result of the use of the curriculum materials? (no impact - some impact - high impact, 0-6)

3 4 4 4 3 4 4

6.25 Impact on the Community

Q What is the predicted/ reported impact on the community as a result of the use of the curriculum materials? (no impact - some impact - high impact, 0-6)

4 4 4 4 4 4 4

6.3 Comparison

In general, how do these curriculum materials compare with respect to the following:

Q1 Author's intentions (inconsistent and inappropriate throughout - moderately consistent and appropriate throughout - very consistent and very appropriate throughout, 0-6)

5 5 5 5 5 5 5

	ACP	EDC	MATCH	PSS	ACSP	HSGP
6.3 Q2 Other similar curriculum materials? List those materials used as comparison(s) (doesn't compare favorably - compares favorably - compares very favorably, 0-6)						
(materials in this study were compared with each other)	3	5	4	5	5	5
Q3 Standards of analysts (does not compare favorably - compares favorably - compares very favorably, 0-6)	3	5	4	5	5	5
6.31 <u>Comparison with Author's Intentions</u>						
Q1 In your (the analyst's) judgement, to what extent did the author follow through with his original intentions? (no follow through - moderate follow through - very good follow through, 0-6)	5	5	5	5	5	5
Q2 In your (the analyst's) judgement, with what degree of consistency did the author combine the components of his curriculum? (inconsistent - moderately consistent - very consistent, 0-6)	5	5	5	5	5	305

6.32	With Other Curriculum Materials	ACP	EDC	MATCH	PSS	ACSP	HSGP
	Q1 Analyst's prediction about comparative teachability (not teachable - somewhat teachable - highly teachable, 0-6)	3	5	4	5	4	5
	Q2 Reported information about comparative teachability (not teachable - somewhat teachable - highly teachable, 0-6)	4	5	UA	UA	UA	5
	Q3 Analyst's prediction about comparative learnability (not learnable - somewhat learnable - highly learnable, 0-6)	3	5	4	5	4	5
	Q4 Reported information about comparative learnability (not learnable - somewhat learnable - highly learnable, 0-6)	5	5	UA	UA	UA	5

	ACP	EDC	MATCH	PSS	ACSP	HSGP
6.33 <u>With Standards of the Analyst</u>						
Q1 Teachability (not teachable - somewhat teachable - highly teachable, 0-6)	3	5	4	5	4	5
Q2 Learnability (not learnable - somewhat learnable - highly learnable, 0-6)	3	5	4	5	4	5
6.4 <u>Recommended Uses</u>						
Q1 In general, to what degree would you (the analyst) recommend that these materials be used, given the intended uses described in section 1.2 and 5.0 above? (not recommended - recommended with qualifications - highly recommended, 0-6)	3	5	4	5	4	5
Q2 To what degree do the sources, other than the analyst, described in 6.1 and 6.2 above recommend use of the materials? (not recommended - recommended with qualifications - highly recommended, 0-6) (see 1.51)	4	5	UA	UA	UA	5

6.41 Specific Uses	ACP	EDC	MATCH	PSS	ACSP	HSGP
Q1 Students (not recommended - recommended with qualifications - highly recommended, 0-6)						
Analyst's judgement	3	5	4	5	4	5
Outside source judgement	4	5	UA	UA	UA	5
Q2 Teachers (not recommended - recommended with qualifications - highly recommended, 0-6)						
Analyst's judgement	3	5	4	5	4	5
Outside source judgement	4	5	UA	UA	UA	5
Q3 Schools (not recommended - recommended with qualifications - highly recommended, 0-6)						
Analyst's judgement	3	5	4	5	4	5
Outside source judgement	4	5	UA	UA	UA	3

	ACP	EDC	MATCH	PSS	ACSP	HSGP
6.41 Q4 Communities (not recommended - recommended with qualifications - highly recommended , 0-6)						
Analyst's judgement	3	5	4	5	4	5
Outside source judgement	4	5	UA	UA	UA	3

6.42 Boundary Conditions

Q1 Under what specific conditions would you (the analyst) recommend or not recommend the use of the materials?

ACP

This project is recommended for the traditional type of classroom where the teacher continues to lead and direct all of the learning activities.

EDC

MACOS is recommended for all conditions and settings.

MATCH

The classroom should be equipped with tables and chairs in order to best use these materials.

PSS

This project is recommended for all conditions and settings.

ACSP

This project is recommended for all conditions and settings.

HSGP

These materials are especially suited for the average and slower students. Highly capable or gifted students may not benefit from the materials as they may be considered too easy.

	ACP	EDC	MATCH	PSS	ACSP	HSGP
6.42 Q2 Under what specific conditions do outside sources recommend or not recommend the use of the materials?	UA	UA	UA	UA	UA	UA

SUMMARY OF SECTION 6.0

This section was designed to provide the analyst with sources of evaluative data. The analyst, according to the CMAS, should be able to compare his results with the work of research evaluations that were carried out in conjunction with the curriculum development programs. Although many of the projects did include evaluative programs, others either did not have them or only had incomplete results or results that were not helpful to the CMAS.

Anthropology projects or units with evaluative data usually used interview or questionnaire techniques although in the case of ACP quasi-experimental and experimental techniques were used for some of their research. There were no uniform evaluative procedures nor were there general guidelines for project authors to follow which might help to explain why there were such differences in techniques and designs. When available, the results of evaluative data were usually presented in general statements in the projects commercial literature, and the complete reports could be obtained from the project office before the project closed or from information centers such as ERIC/ChESS which provided

available data from the project on microfilm. The data in this section were taken from materials provided by the project, from materials in the SSEC resource library, or from ERIC/ChESS. ERIC/ChESS was especially helpful in this regard.

A general characteristic of the evaluative data for materials in this study was that they were conducted by project personnel with many of the studies reporting positive results with project materials. Although project programs that included evaluative data were necessary, there was also a need for independent or outside researchers to verify these results. There was also a need for improved research techniques and design. Social studies educators needed to work toward establishing improved methods and techniques that could be used to measure the results of social studies materials.

The Anthropology Curriculum Project had completed an extensive program aimed at evaluating its materials. Rice reviewed seven studies which had been completed by the project.²³ The studies included a variety of cognitive achievement experiments, a study designed to

²³Rice, "Evaluation in the Anthropology Curriculum Project," loc. cit.

indicate the suitability and interest level of the materials, and the diffusion process used by the project in piloting its materials.

The results of the research indicated that students were able to learn the materials. In another study, Rice attempted to learn whether achievement with the materials was primarily a function of teachers trained in anthropology or a function of the materials regardless of teacher preparation.²⁴ This quasi-experiment resulted in no significant differences between students who were taught the materials by anthropology trained teachers and teachers without training in anthropology. Not all of the studies were quasi-experimental or experimental research, some were in the form of open ended questionnaires completed by teachers in school districts which had adopted the materials.

The results of the evaluative data indicated that the material was teachable and learnable. It did not compare ACP materials with other anthropology project materials. Indeed, the results of the evaluative data were not surprising since children were capable of

Rice, "The Effectiveness of Teacher Training as Measured by Pupil Performance," loc. cit.

learning from all types of materials. Perhaps what was needed were data that would provide answers to such questions as which materials were preferred by teachers and students when they were exposed to a wide variety of materials.

Man: A Course of Study was widely field tested in a variety of elementary schools throughout the country. The project carried out an extensive evaluation program the results of which were reported by Hanley.²⁵ The basic goal of the evaluation program was to learn how effectively the course objectives had been reached by the end of the course. The evaluative instrument tried to measure the influence of a number of outside variables on the materials; the variables included: the classroom environment, student participation, the success of the media and material in different settings, and the amount of concept formation under a variety of settings. The data were gathered through interviews with students and teachers who were involved in the course. The instrument asked about acquisition and use of student knowledge, the teaching style of the course, the accuracy of specific parts of the material, and the

Hanley and others, loc. cit.

results of the course with different economic and social groups. Transcripts were made during student interviews which were used by project personnel to detect particular strengths and weaknesses of the materials.

The evaluation data indicated that both teachers and students had positive attitudes toward the materials and toward the teaching style of the course. The evaluation data were used when considering changes in the course before it reached its final stage of development. No experimental or quasi-experimental data were available from the project, and there might be a need to specifically measure student achievement against other types of materials.

MATCH boxes were evaluated during the developmental stages of the materials. The project reported its evaluative procedures in a two volume report by Kresse.²⁶ The teachers who participated in the piloting of the boxes were asked to make daily reports on the materials as well as an overall assessment of the material once the unit had been completed. Observers also visited classrooms where the materials were being taught. The results of the evaluative processes

²⁶Kresse, loc. cit.

indicated that the materials were "at least acceptable as to workability."²⁷ The materials appeared to have reached their stated aims. Teachers and students found the material acceptable. The teacher's daily report and final overall ratings, and the independent observer's reports were used to modify the materials before they became commercially available. The evaluative data did not measure student achievement, nor did they compare its materials with other types of materials for this grade level.

Project Social Studies had not completed or had not made available its evaluative data at the time this analysis was completed. The Speedier Report contained some preliminary data on the implementation of the program. However, it was not the type of data that permitted one to make comparisons or draw conclusions about the relative success of the materials. Hopefully the project will eventually complete and make available this type of data.

The Anthropology Curriculum Study Project did not provide evaluative data on the performance of its materials. However, the project personnel did make

²⁷Ibid.

classroom observations, and they did interview students and teachers using the materials. These data were not available; however, they were to be deposited along with the ACSP archives at the University of Colorado Library when they became available.

Some experimental studies were performed on the project materials. Tenenberg studied the effect of the course material in terms of learning dynamics involved in a short lesson sequence from Part I on the concept of social position.²⁸ Parsons and Tenenberg described an evaluation model for the course materials. It was described as a transactional model in which the materials were assessed, along with teaching style and cognitive processes which were examined in terms of behavioral objectives.²⁹ The research strategy was designed to identify and map behavior of students and teachers as they interacted with the materials in the classroom. Data from the research model were not available, and the extent of use of the research model was unknown.

²⁸M. S. Tenenberg, "The Use of a Criterion-Based Performance Test in Revising a Social Studies Curriculum," ERIC/ChESS, Boulder, Colo., 1970.

²⁹Parsons and Tenenberg, loc. cit.

The High School Geography Project was a widely evaluated project. Each of the six units in this project was separately evaluated by the project personnel. Pratt described the unique evaluation program used by this project in his doctoral dissertation. The project evaluative model prescribed a system that tested unit materials and used the results of the test to revise the materials before they were published. Teacher and student opinions were incorporated into the revised materials in order to make curriculum more sensitive to classroom needs.³⁰

Kurfman and others evaluated the cultural unit and reported their results. The evaluation included data from twenty-seven teachers and twelve hundred fifty students in grades nine through twelve. The evaluation was in the form of ratings on the unit materials. The ratings were concerned with meeting objective goals and the effectiveness of unit activities. Categories in the instrument included level of interest for

³⁰Pratt, loc. cit.

student and teacher, enjoyment of the materials, and the amount of learning.³¹

The evaluation program did not measure student achievement in comparison with other classroom materials, nor did it include experimental or quasi-experimental studies.

This section of the CMAS was designed to allow the analyst to compare his results with the results of available evaluative data from the projects. However, much of the data available on project materials did not lend themselves to this purpose. There was a general lack of uniformity in evaluative methods and in no case did the anthropology projects or unit materials compare results of their materials with other project materials on the basis of achievement, interest, enjoyment, attitude development or on any other characteristic. Hopefully, studies of this type would emerge in the future that will attempt such comparisons.

³¹Kurfman and others, "The Geography of Culture Change, Evaluation Report from a Limited School Trial of a Teaching Unit of the High School Geography Project," loc. cit.

SECTION VII

Section seven is concerned with basic information about the project. Some of the information was also described in section one. This section does not provide the type of information used in accepting or rejecting a project for school use but simply provides some information on the project itself.

7.0 Background of Material Development

This part of the analysis was concerned with the location, personnel, funding, and background of the project. Some of the projects had presented their historical background while others simply listed the financial circumstances under which their work began. A few of the projects were still operating in 1972 under financial grants, but others had ended this phase of their work and the materials were now being handled by publishers. ACP's grant from the U.S. Office of Education ended in 1969. HSGP had terminated and its materials were in the hands of the publisher. PSS and ACSP were coming out with their final products in 1972, while MACOS and MATCH had been available for the past few years. The ACSP office closed December 31, 1971.

There were no new projects being funded in anthropology at this time though a new phase in multi-media materials was just beginning with the traditional book publishers entering this market and offering a variety of materials and kits which would be available in the very near future.

7.1 Institution and/or Person(s) Responsible for Materials

Q1 What is the institution or agency responsible for development of the materials?

ACP	The University of Georgia
EDC	Educational Development Center's Social Studies Curriculum Program.
MATCH	Boston Children's Museum
PSS	The University of Minnesota Project Social Studies Curriculum Center (Selective Educational Equipment, Inc.)
ACSP	The American Anthropological Association
HSGP	The Association of American Geographers

Q2 Check below the type of institution or agency.

ACP	University
EDC	Private non-profit
MATCH	Private non-profit
PSS	University
ACSP	Professional non-profit
HSGP	Professional non-profit

7.1 Q3 Who is (are) the person(s) most responsible for development of the materials?

ACP	Marion J. Rice and Wilfred C. Bailey
EDC	Peter Dow
MATCH	Frederick H. Kresse
PSS	Edith West and Charles L. Mitsakos
ACSP	Malcolm Collier and T. William Parsons
HSGP	Gilbert White, Nicholas Helburn, Dana Kurfman, and William Pattison

7.11 Project Director(s)

Q1 through Q3. Fill in the name(s) of the principal persons identified in 7.1-Q3. For these two persons, check the appropriate spaces below.

ACP	Marion J. Rice - university, and Wilfred Bailey - university
EDC	Peter Dow - university
MATCH	Frederick H. Kresse - museum affiliation
PSS	Edith West - university, and Charles L. Mitsakos - Chelmsford, Mass., public schools.
ACSP	Malcolm Collier - university, and T. William Parsons - university.

HSGP

Gilbert White - National Council for Geographic Education,
 Nicholas Helburn - university, Dana Kurfman - university and
 William Pattison - university. (cultural unit producers are
 Richard F. Hough - university and Mac C. Kirkeberg - university.)

7.12 Other Project Personnel

Q In addition to the one or two persons named in 7.11, what other professional personnel were closely associated with production of the materials?

ACP

Frances J. Clune, Juanita Skelton, Oscar T. Jarves, and George L.
 Newsome

EDC

Charles E. Brown, Jerome S. Bruner, Franklin K. Patterson, Morton
 G. White, and Etting E. Morison.

MATCH

Nancy Olson, Michael Spock, and Cynthia Cole

PSS

unknown

ACSP

unknown

HSGP

See cover on unit material--too many names to list.

7.13 Origin of Project

Q Describe the circumstances which led the project personnel, author, funding agencies, and/or others to get the project started.

ACP A grant from the U. S. Office of Education

EDC At the Endicott meeting held in June of 1962 at the Massachusetts Institute of Technology a group of scholars met to attempt to tie together social studies teaching. Out of this meeting developed efforts to provide new materials for the social studies.

MATCH The Boston Children's Museum pioneered the use of non-verbal materials for children in elementary school based on years of contact with children in public and private schools.

PSS A five year grant from the U. S. Office of Education to the University of Minnesota.

ACSP This project developed under the auspices of the American Anthropological Association in order to introduce the teaching of anthropological concepts into secondary schools.

HSGP In 1961 Ford Foundation gave a grant for experimentation which led to the development of the project.

7.14 Additional Information

Q How can additional information about the project be obtained?
(Write to the following addresses)

ACP	Anthropology Curriculum Project, University of Georgia, Athens, Georgia, 30601.
EDC	Education Development Center, Inc., 15 Mifflin Place, Cambridge, Mass., 02138.
MATCH	The Boston Children's Museum, Jamaicaaway, Boston, Mass., 02130.
PSS	Selective Educational Equipment, Inc., Three Bridge Street, Newton, Mass., 02195 or Dr. Edith West, University of Minnesota, Minneapolis, Minn.
ACSP	Anthropology Curriculum Study Project (ACSP), 5632 Kimbark Ave., Chicago, Illinois, 60637. (This office closed December 31, 1971) The Macmillan Company, 866 Third Ave., New York, New York, 10022, or American Anthropology Association, 1703 New Hampshire Ave., N.W. Washington, D.C., 20009.
HSGP	Association of American Geographers, 1146 16th Street, N.W., Washington, D.C., 20036, or The Macmillan Company, School Division, 866 Third Avenue, New York, New York, 10022.

7.2 Duration and Funding of Project

Q1 What was the major source of funding of the project?

ACP	United States Office of Education contract
EDC	The Ford Foundation and the National Science Foundation
MATCH	The Carnegie Corporation and the United States Office of Education
PSS	United States Office of Education contract
ACSP	The National Science Foundation
HSGP	The National Science Foundation

	ACP	EDC	MATCH	PSS	ACSP	HSGP
7.2 Q2 Check below the type of agency that was the major source of funding. (Listed here by agency) (1. Federal, 2. Private non-profit)	1	1,2	1,2	1	1	1
7.21 Other Sources of Funding						
Q1 List other sources of funding for the project (Ford Foundation = x)	NA	NA	NA	NA	NA	x

		ACP	EDC	MATCH	PSS	ACSP	HSGP
7.21	Q2 Check below (list) the type or types of agency (private = x)	NA	NA	NA	NA	NA	x
7.22	<u>Length of Funding</u> Q State in years (and fractions of years, if appropriate) the duration of funding.	UA	UA	UA	5 yrs.	10 yrs. 10 yrs.	
7.23	<u>Amount of Funding</u> Q What was the approximate amount of funding for the total duration of the project? (\$2 million = x)	UA	UA	UA	UA	UA	x
7.3	<u>Dissemination</u> Q How much dissemination work --to teachers, school districts, state departments, colleges, the public, and others--was (is) done by the project and/or publisher? (Publisher's workshops should be included in the concept of dissemination, but not their publicity activities.) (none - moderate amount - great deal, 0-6)	4	5	3	4	4	328

	ACP	EDC	MATCH	PSS	ACSP	HSGP
7.31 Teacher Training						
Q1 What kinds and amounts of teacher training have been done by the project? (none - a moderate amount - a great deal, 0-6)						
In-service	3	4	3	3	3	3
Pre-service	NA	NA	NA	NA	NA	NA
College teachers	NA	NA	NA	NA	NA	NA
Q2 Are the teacher-training activities continuing?						
Yes, but less extensively	NA	x	NA	NA	NA	NA
Yes, but more extensively	NA	NA	NA	NA	NA	NA
Yes, as before	NA	NA	NA	x	NA	NA
No	x	NA	x	NA	x	x

7.32 Printed Information

	ACP	EDC	MATCH	PSS	ACSP	HSGP
Q1 Was a newsletter published by the project? If so, is it still available? If still available, how can the newsletter be obtained?						
Was published, still available	NA	NA	NA	NA	NA	NA
Was published, no longer available	x	NA	x	x	x	x
None published	NA	x	NA	NA	NA	NA
Q2 What other kinds and amounts of printed information was (are) available about the project--from the project, authors, publisher, or other sources? (commercial literature, write the project - see 7.14 = x)						
If still available, how can the newsletter be obtained? (write the project = x)	x	NA	x	NA	x	x
Q2 What other kinds and amounts of printed information was (are) available about the project--from the project, authors, publisher, or other sources? (commercial literature, write the project - see 7.14 = x)	x	x	x	x	x	x

Q2

7.4 Associated Programs

Q Describe briefly other materials development projects or programs in which the principal personnel of the project are, or have been, involved. What is the nature of this involvement (principal author, consultant, etc.)?

ACP No other materials are associated with this project.

EDC See other materials published by Educational Services Incorporated.

MATCH See other MATCH boxes.

PSS See the K-12 units that are or will become available from this project.

ACSP See the Anthropology Case Project directed by Robert G. Hanvey. Materials are not commercially ready at this time. Robert G. Hanvey, University of Indiana, Bloomington, Indiana. This project hopes to supply material in anthropology for the high school.

HSGP No other materials are associated with this report.

SUMMARY OF SECTION 7.0

This section provided information on the background of the project. It included information on project personnel, funding, newsletters, addresses of the project and/or publishers, and other information pertaining to the project materials.

The Anthropology Curriculum Project was developed at the University of Georgia under the direction of Marion J. Rice and Wilfred C. Bailey. A number of project personnel were involved in writing the materials. The project was funded by a grant from the U. S. Office of Education, which expired in 1969. Before the materials were commercially available, they were disseminated to a number of public schools which piloted them. The project published a newsletter periodically during the developmental stages of the units. There were descriptive brochures available containing price lists. The project materials were available from the project offices at the University of Georgia.

Man: A Course of Study, developed by the Educational Development Center's Social Studies Curriculum Program, was directed by Peter Dow. The project was

funded by the Ford Foundation and a grant from the National Science Foundation. The materials had been field tested at the national level. Advertising materials could be obtained by writing to the project.

Materials and Activities for Teachers and Children was sponsored by the Boston Children's Museum in Boston, Massachusetts. The director of the project was Frederick H. Kresse who supervised project workers in the production of the materials. Funding for the project came from the Carnegie Corporation and from the U. S. Office of Education. The project materials were tested by teachers in the public schools of the Boston area while they were in the pre-commercial stage. A newsletter was available during the production phases of the project, and descriptive literature could be obtained by writing the project.

Project Social Studies was located at the University of Minnesota. Its materials were available through Selective Educational Equipment, Inc. The director of the project was Edith West and the general editor was Charles L. Mitsakos. The materials were developed under a five year grant from the U. S. Office of Education. Teachers field tested these materials while participating in an in-service program. The project published a newsletter

which might be available, and descriptive commercial materials were available by writing the publisher.

The Anthropology Curriculum Study Project was sponsored by the American Anthropological Association. Its project director was T. William Parsons, and the project materials were developed under the supervision of Malcolm Collier. This project was funded by a ten year grant from the National Science Foundation. The materials were disseminated at the high school level and a periodic newsletter was published by the project. Robert Hanvey, who also worked with this project is preparing materials for secondary schools, but they were not yet available.

The High School Geography Project, sponsored by the Association of American Geographers, was funded by the Ford Foundation and the National Science Foundation. The project directors were Nicholas Helburn, Dana Kurfman, and William Pattison. Project materials were widely disseminated, and teachers and students made contributions to the final form of the materials. There were descriptive commercial materials available which could be obtained by writing to the publisher of this project.

SUMMARY

Chapter IV contained the analyses of anthropology curriculum projects or anthropology units from multidisciplinary projects. The analysis system used was the CMAS published by the Social Science Education Consortium. Section 8.0 of the CMAS was not included because data from this section were not considered meaningful to this study.

Section 1.0 of the CMAS, "Product Characteristics," provided an overview of the material. It also contained physical descriptive characteristics of the project materials.

Section 2.0, "Rationale and Objectives," contained the philosophic position of the materials. The analyst attempted to uncover basic assumptions and goals that project developers may have built into their materials. The questions on objectives in this section attempted to clarify the changes in student thinking after their exposure to the material.

Section 3.0, "Content," dealt with the types of content related changes in knowledge, attitude, and behavior after the student had used the materials. This

section concentrated on both cognitive and affective content.

Section 4.0, "Theory and Strategy," was concerned with learning theory, instructional theory and teaching strategy. This section attempted to find out if the materials were based on specific theories that were reflected in the content and structure of the materials.

Section 5.0, "Antecedent Conditions," was concerned about conditions that must exist before the materials could be successfully adopted. All types of characteristics were examined. They included community, school, teacher, and students.

Section 6.0, "Evaluation," explored the types and amounts of evaluative data. This section provided the analyst with the opportunity of comparing his ratings with those of others who have worked with the same material.

Section 7.0, "Background of Materials Development," attempted to give a synoptic view of development of the materials and funding agencies which made the project possible. This section did not aid the reader in deciding whether or not to adopt the materials.

The completed CMA's contained great amounts of information of which this voluminous chapter gives witness. It should be pointed out that four digit questions were not included in the chapter, hence, even this extensive report has been abbreviated. This chapter provides some of the raw data that are used later in Chapter VI to explore the general and hypothetical questions found in Chapter I. A critical review of the CMAS is contained in Chapter VI. Chapter VI also contains an extensive synthesis of Chapter IV which is used for developing many of the findings of the dissertation.

CHAPTER V

ANTHROPOLOGIST'S RATINGS ON MATERIALS FOR ACCURACY AND REPRESENTATIVENESS

INTRODUCTION

The curriculum project materials analyzed in this study were submitted to a panel of anthropologists who were asked to rate the materials for accuracy and representativeness. Accuracy, with respect to the "correctness" of the material, was determined when the anthropologists looked for errors in the content of the material and rated the material according to their findings. Also, they were asked to rate the materials on the basis of their representativeness, considering the nature of the materials as they contained subject matter which was part of the content of anthropology.

The anthropology panel was made up of five faculty members from the Department of Anthropology at the University of Colorado. These faculty members represented four areas of anthropology which included: cultural anthropology, physical anthropology, archaeology, and linguistics. They included Dr. Alice Brues, who represented the area of physical anthropology and whose

specialities included evolution, population genetics, and variations in modern man; Dr. D. A. Breternitz, who represented the area of archaeology and has worked extensively among the Indians of the southwestern United States; Dr. Omer C. Stewart, who represented the area of cultural anthropology, and who specialized in American Indian ethnology, ethnography, ethnohistory, and Peyote religion; Dr. Alan Bell, who represented the area of linguistics and specialized in phonology, linguistic theory, and change and variation of language; and Dr. C. R. Hatfield, Jr., who represented the area of cultural anthropology and whose specialties included religion, Africa, and social change.

The procedure used in assigning or distributing project materials to panel members was to separate the materials, when possible, into the four areas of anthropology. Once material was identified as belonging to an area of anthropology it was assigned to the anthropologist who represented that area. However, in some cases all of the material from a unit or course was examined by a single anthropologist even though it included some items outside of his specialty. Thus, some project material was rated by a single anthropologist while in

some other cases the project material was divided among several anthropologists. Each set of materials was examined and rated by a single anthropologist. No two anthropologists examined the same material although it was common to have more than one of them aid in the rating of a complete project.

The results of the examination of the materials were recorded on a questionnaire that was especially designed and produced for this study and is included in the Appendix C of this dissertation. In general, the questionnaire was meant to extract broad or general views on the materials. The questionnaire contained a rating system in which the anthropologist rated the types of materials contained within the projects according to the following categories: highly accurate, accurate, questionably accurate, not accurate; highly representative, representative, questionably representative, and not representative. The questionnaire was divided into three parts. The first part dealt with printed material, the second part dealt with audiovisual material, and the third part called for summary statements on the specific and general items in the material. The anthropologists decided on the amount of

time and the extensiveness of their evaluation in rating the materials.

It should be noted that in some cases there were materials listed in the CMAS chapter of the study that were not available for examination by the anthropologists. In the case of Project Social Studies, "Ashanti Family of Ghana" was not available to the anthropologists although it was examined by the analyst for the CMAS portion of this study. The materials examined by the anthropologist were usually examined as complete sets of materials; however, when this was not the case, only the materials examined were listed in the summary section for each project in the chapter.

The results of the project material ratings are reported in summary form presenting the type of material being rated in numbered categories. If comments were made by the anthropologist, they were separated into two types--general and specific (or technical) comments. Comments that were considered of a general nature and pertained to the project as a whole were included in the chapter. Those of a specific nature or technical nature which pertained to specific items or pages of material were not included in the chapter. Instead, specific or

technical comments were included in the appendices of this study.

EXAMINATION AND RATINGS OF SELECTED ANTHROPOLOGY CURRICULUM PROJECTS

Anthropology Curriculum Project

The Anthropology Curriculum Project has produced a large variety of material for grades K through 7 with supplementary unit materials for the junior and senior high schools. The grade-level courses examined by the anthropologists in this study included the following sets of materials:

The Concept of Culture

The Development of Man and His Culture: New World Prehistory

The Development of Man and His Culture: Old World Prehistory

Race, Caste, and Prejudice

Life Cycle

Culture Change

Language

These materials included subject matter from all of the areas of anthropology, and anthropologists with academic specialties which corresponded to the content areas were used in the examination of the materials.

The Concept of Culture. This course included materials used for both the first and fourth grades. The general materials were titled under the name The Concept of Culture and included the following publications:

Outline of Basic Concepts in Anthropology

Concept of Culture: An Introductory Unit

Concept of Culture - Teacher's Guide

The Arunta and Kazak Revised Bibliography

Teacher's Background Materials: The Arunta, The Kazak, The American Picture Books

Arunta - picture book

Kazak - picture book

Concept of Culture - pupil text (grade four)

Concept of Culture - Pupil Study Guide (grade four)

The following is a summary of the ratings of the cultural anthropologist.

1. The booklets were rated as questionably representative. While the booklets were generally considered accurate, certain aspects of the material were open to question in regard to accuracy. The booklets were generally considered representative of the field of

anthropology except for certain aspects of the material which were considered questionable.

2. The maps contained with the printed material were rated as accurate but questionably representative. This indicated that while the maps were error free and generally representative of the field of anthropology, there were some aspects of the maps that were not considered anthropological, or at least were questionably anthropological.

3. The charts contained within the printed material were rated as questionably accurate and questionably representative. The ratings indicated that the charts were generally error free but contained some information that was in error or might be in error. The charts were generally considered representative although some items in the charts were not or might not be considered representative of the field of anthropology.

4. The bibliography contained within the materials and the revised bibliography were rated as accurate or error free. However, the following observation was made in regard to the bibliography--the bibliography was "too large and too detailed and not available to grade-school teachers."¹

¹Comments and ratings by Omer Stewart, March, 1972.

In his summary comments on the project, the anthropologist noted that the project was weakened because of its attempt to cover two different types of objectives. The project material attempted to make a comparative study of three different cultural groups and at the same time instill within the student some of the basic theories and methodologies of the discipline of anthropology. The emphasis on vocabulary tends to make the course materials dull and difficult for students in the first or the fourth grades. Much of the vocabulary is overly complex. Comparing the Arunta and Kazak with American culture also tends to add to the difficulty or complexity of the course materials.²

The Development of Man and His Culture: New World Prehistory. The materials available for grade two are listed under the general title The Development of Man and His Culture: New World Prehistory. The materials for this course included the following:

The Development of Man and His Culture: New World Prehistory - Teacher's Background Material

The Development of Man and His Culture: New World Prehistory - Teacher's Guide

²Ibid.

The Development of Man and His Culture: New World
Prehistory - Pupil Text

These materials were examined by a cultural anthropologist, and the following is a summary of the results of his examination.

1. The mimeographed booklets listed above were rated as accurate and representative. These ratings indicated that the materials were generally error free and that they were the type of materials found within the field of anthropology.

2. The charts contained within the printed material were rated as accurate. The rater indicated that the charts were generally free from error. He did not indicate whether or not the charts were of the type used by anthropologists or whether the charts were of the type found within the field of anthropology.

3. The printed materials contained some site plans and these site plans were rated as accurate and representative. These ratings indicated that the site plans were generally error free and generally of the type used by anthropologists or found within the field of anthropology.

4. The bibliography contained within the printed materials was rated as accurate and representative.

These ratings indicated that the bibliography was considered error free and generally representative of the authorities and materials used by anthropologists.

In his summary comments, the anthropologist indicated that for a course in "new world prehistory" there was entirely too much emphasis on "old world prehistory." The general amount of material was too extensive for students in the early primary grades. The materials also stressed the history of archaeology to a greater extent than was necessary at the second grade level. The content dealing with "new world prehistory" was considered too broad, and the rater felt that the student could learn about "new world prehistory" without having to cope with the entire summary of the prehistory of the new world. It was also stated that an extraordinary amount of emphasis was given to some very technical terms or vocabulary which were considered unnecessary at such an early age. The vocabulary tended to make the material more complicated than was necessary. It was also stated that the course could have been simplified by excluding the material on the modern Hopi which was unnecessary in a prehistory course. Generally, it was noted that this

course attempted too much for both the student and the teacher.³

The Development of Man and His Culture: Old World Prehistory. The fifth grade material was available under the title The Development of Man and His Culture: Old World Prehistory. The material examined from this course included:

The Development of Man and His Culture: Old World Prehistory - Teacher Background Material

The Development of Man and His Culture: Old World Prehistory - Teacher's Guide

The Development of Man and His Culture: Old World Prehistory - Pupil Study Guide

The Development of Man and His Culture: Old World Prehistory - Pupil Text

The Development of Man and His Culture: Old World Prehistory - Test Materials

The following is a summary of the ratings of the cultural anthropologist:

1. The printed materials listed above were all rated as accurate and representative. These ratings indicated that the materials were considered generally error free and the materials contained subject matter from the discipline of anthropology.

³Ibid.

2. The bibliography contained within the printed material was rated as accurate and representative. The bibliography was considered generally error free and the entries in the bibliography represented authorities and content from the field of anthropology.

In his summary comments, the anthropologist indicated that he believed that the material attempted too much for a supplemental program for the fifth grade. The course material was meant to present a study on "old world prehistory." However, the actual course materials included the following subjects: approximately twenty-eight pages were on the topic of "old world prehistory," approximately twenty pages were on the subject of archaeology, approximately seventeen pages were on the subject of geology, and, approximately ten pages dealt with human paleontology. The student and teacher materials contained what were considered college level charts, vocabulary, bibliography, and outlines. The word lists were considered especially long and dull. The anthropologist stated that too much was attempted by the materials. The methods and theories contained within the materials were far too complicated considering the

grade level and the time allotted for the learning of all of the factual data.⁴

Race, Caste, and Prejudice. The material for the supplemental course Race, Caste, and Prejudice was examined and rated by a physical anthropologist. The materials consisted of a single paperbound publication entitled Race, Caste and Prejudice. These materials were not multi-media but consisted of a single publication used by both the student and teacher. The following is a summary of the ratings of the material:

The printed material was rated as accurate and representative. This rating indicated that in general the material was error free and the material reflected the content of anthropological studies in this area. However, the anthropologist who rated these materials took issue with several specific and technical items contained within the material. These specific and technical items are listed in the appendices of this study.

In her summary comments regarding the material, the anthropologist stated that this material was especially difficult to rate because she was presently

⁴Ibid.

involved in writing on the same subject. Because of her involvement in and strong interest in this topic, she had definite ideas of how the subject should be handled. Her overall reaction to the material was stated in the following way:

On the whole, I would say that for second-hand physical anthropology it is pretty good. But I wonder (pp. 8-9) why they cite a biology text and a text in general anthropology by two authors neither of whom is a physical anthropologist. I also wonder why there is hardly a mention of the problem of how racial differentiation comes about in the first place.⁵

Life Cycle. The supplemental course Life Cycle was examined and rated by a physical anthropologist. The material examined was a mimeographed student booklet in paperback form entitled Life Cycle and a test form for the same material. The following is a summary of those ratings.

1. The booklets were rated as accurate and representative. The rating indicated that in general the material was error free and the content of the material was of concern to anthropologists.

2. The test form was rated accurate and representative. This indicated that the test material was

⁵Comments and ratings by Alice Brues, February, 1972.

generally error free and reflected information and questions that were appropriate to anthropology.

The only comment made by the anthropologist was in regard to a statement in the material which stated that there were few racial distinctions. The anthropologist disagreed with that statement and commented that she teaches a three semester hour course just on racial differences.⁶

Culture Change. The materials in this course were prepared for grade six and are entitled Culture Change. The materials were published in 1969, and the specific material examined and rated was the teacher's background material entitled Culture Change. The material consisted of only one mimeographed paperback booklet. The booklet was examined by a cultural anthropologist, and the following is a summary of the ratings.

The printed material was rated as accurate and representative. The ratings were interpreted to mean that the material was considered generally error free and the content of the material was anthropological.

The anthropologist noted that this material was similar to other material prepared by this project.

⁶Ibid.

The booklet contained some sixty to seventy short essays which emphasized the change possible for the culture items with which they dealt. Also, the materials contained some case studies of tribal and modern groups. The material was considered adequate but open to the same types of criticism which were made by this rater on some of the other materials in this project.⁷

Language. The supplementary course entitled Language was available for the upper elementary and junior high schools. The materials examined from this course included:

Language - Teacher's Background Material

Language - Pupil Text

Language - one LP record and record guide

The anthropologist who examined and rated these course materials was a specialist in linguistics. The following is a summary of the ratings.

1. The teacher's background material was rated questionably accurate, representative, but inappropriate as a teacher's guide. These ratings indicated that the

⁷Comments and ratings by Omer Stewart, March, 1972.

materials were generally error free, but there were some items that were considered in error or were items that might be in error. The material generally reflected linguistic content which is the concern of the anthropologist. The teacher's background material was considered inappropriate for teachers who were not specialists in this area because of its technical approach to the subject matter.

2. The pupil text was rated accurate, representative, and reasonably appropriate. These indicated that the pupil text was generally error free, and its content reflected some of the concerns of the linguists working within the discipline of anthropology. These materials were considered appropriate as a means for teaching linguistics to the student.

3. The bibliography contained within the teacher's background material was rated accurate and representative. This indicated that the bibliographic entries represented authorities and content recognized within the discipline.

4. The LP record and record guide were rated as highly accurate and highly representative. These ratings indicated that the record and record guide were considered error free and of excellent quality. These

materials were rated as containing very appropriate materials for preparing the student in the area of linguistics.

In his summary comments, the anthropologist noted that in general the orientation of these materials was far too narrow and too far removed from the daily experiences of the non-specialist in linguistics. The rater stated that there were several standard and watered down texts that were at least equal in quality to these printed materials but had the advantage of being more useful to the teacher as background material and as a guide. The anthropologist believed that the authors of these materials would, perhaps, have been better off by making more extensive use of writing systems, meanings and dialects, and social variations of language when introducing the discipline in the public schools. It was stated that the general quality of the publications was poor, and there were many typographical errors. A major problem with the materials involved the integration of the pupil's text with the teacher's background material. These booklets, he believed, were written by different authors because they contained different points of view. These two publications also contained differences in organization, convention, and emphasis.

In general, the rater believed that the authors missed many opportunities to introduce linguistic concepts in a way that would make them more meaningful to both the student and the teacher.⁸

Education Development Center

Man: A Course of Study. The materials from Man: A Course of Study included a large number of booklets which were designed for use in a one semester course. Although the course was not divided into discrete units, the materials can be separated into four major topic areas. They include: the salmon, herring gull, baboon, and the Netsilik Eskimos. Films are an important part of this course, and approximately sixteen films are available in either 16mm or super 8mm. The course materials were examined by a single cultural anthropologist. The printed materials were divided into the four topic areas listed above, and they were examined and rated separately by the cultural anthropologist.

The printed materials on the salmon included the following booklets:

Natural Selection

⁸Comments and ratings by Alan Bell, February, 1972.

Talks to TeachersAnimal AdaptationStructure and BehaviorSalmon - teacher materialsIntroductory Lessons and SalmonThe Salmon - student materialGoing UpstreamLife Cycle

The following is a summary of the rating by the cultural anthropologist on the salmon materials.

The booklets listed above were rated as highly accurate and highly representative. This rating indicated that the materials were considered error free and of excellent quality. The material was also considered of the type that dealt with issues important to the anthropologist.

In his summary comments, the anthropologist stated that the salmon material on adaptation was excellent. Most of the other material was very well done, although he noted that the introductory lessons were not of the same quality as the rest of the material. He stated that the introductory lessons were "not as well done."⁹

⁹Comments and ratings by C. R. Hatfield, April, 1972.

The second set of materials included the printed booklets on the herring gull. The booklets examined and rated included:

Herring Gulls

Information and Behavior

Herring Gull and Natural Selection

Innate and Learned Behavior

The following is a summary of the ratings of the cultural anthropologist:

The printed materials listed above were rated as highly accurate and highly representative. These ratings indicated that the material was considered well done and error free. The materials were also considered of the type dealing with very important issues to anthropologists.

In his summary comments, the anthropologist stated that these materials were well written and visually attractive. The one critical comment made by the rater concerned the rather sophisticated terminology used in some of the booklets. He gave the example of the word "regurgitation." In spite of this criticism, the materials were considered very well done.¹⁰

¹⁰ Ibid.

The next topic area of the course concerned the materials on the baboon. These materials were examined by the same anthropologist and included the following booklets:

How Baboons Grow Up

Baboon Troop Range

The Baboon Troop

Baboon Communication

What is a Baboon?

Baboon

Selections from Field Notes, 1959, March-August,
Irven DeVore Anthropologist

The following is a summary of the ratings of the cultural anthropologist:

1. The printed materials listed above were rated as highly accurate and highly representative. These ratings indicated that the materials were of an excellent quality and error free. The materials were also considered of the type dealing with very important issues in anthropology.

2. The maps contained within the material were rated accurate and representative. These ratings indicated that the materials were considered generally error

free and the maps contained information of concern to anthropology.

3. The bibliography contained within the material was rated accurate and representative. These ratings indicated that the material was considered generally error free and the bibliography entries included authorities and content from the discipline of anthropology.

The anthropologist did not comment extensively on these booklets. He did note, however, that these materials were of excellent quality.¹¹

The fourth set of materials examined from this course centered around man in the form of the Netsilik Eskimos. The same cultural anthropologist rated these materials. The materials or booklets examined and rated included the following:

The Arctic and Arctic Animals

Antler and Fang

On Firm Ice

A Journey to the Arctic

The Many Lives of Kiviok

This World We Know

Songs and Stories of Netsilik Eskimos

¹¹Ibid.

Netsilik Eskimos at Inland CampThe Netsilik EskimosNetsilik Eskimos on the Sea IceEthnographic Background

The following is a summary of the ratings of the cultural anthropologist:

1. The printed booklets listed above were rated as highly accurate and highly representative. These ratings indicated that the material was considered of excellent quality and error free. The material dealt with issues considered of importance to anthropologists.

2. The maps contained within the materials were rated as accurate. This indicated that the materials were generally considered error free. The anthropologist did not comment on whether the material was representative or not.

3. The bibliography contained in the printed material was rated as accurate. This rating indicated that the bibliography was generally considered error free.

In his summary comments, the anthropologist noted the excellent quality of the material. He stated that the material was first rate in terms of quality and that the interest level of the material was very high.¹²

¹²Ibid.

The films available for the course were examined by the same anthropologist who examined the printed materials from the course. Like the printed material, the films were divided into four topics: salmon, herring gull, baboon, and Netsilik Eskimos. The films which were examined according to these four areas, included the following:

"The Life Cycle of the Salmon"

"Fishing at the Stone Weir," Parts I and II

"Animals in Amboseli"

"The Baboon Troop"

"Younger Infants"

"Older Infants"

"Autumn River Camp," Parts I and II

"Winter Sea-Ice Camp," Parts I and III

"Life on the Tundra"

"Legend of the Raven"

The films examined in this study were all super 8mm and were made available through the Man: A Course of Study Center located at Temple Buell College. The complete set of films available from the project was not examined because some films were damaged and the cartridges had to be sent away for repair. The remaining

films from the project were examined and rated. The following is a summary of the ratings of the cultural anthropologist:

The films were all rated highly accurate and highly representative. These ratings indicated that the films were considered of high quality and generally error free. The content of the film contained material considered very relevant to the discipline of anthropology.

In his summary comments, the anthropologist noted that overall the films were superbly executed and very rich in ethnographic detail. The films could easily be used with success at all levels of education from grade schools to the university. The only critical comment concerned the excessive concentration on the dominance role in the baboon films. It was stated that if this theme was that important, it should have been continued through the Eskimo films.¹³ Some comments were made which pertained to individual films, these comments are included in the appendices.

The same cultural anthropologist rated all of the material in this course which included the printed

¹³ Ibid.

booklets and the films. In his concluding remark on this course, he stated that "the materials in this course were rated the "highest" when compared to all of the material that he had examined.¹⁴

Materials and Activities for Teachers and Children

A House of Ancient Greece. "A House of Ancient Greece" is a four week unit that was produced by the Boston Children's Museum. This MATCH box was examined by an archaeologist. The following is a summary of the ratings.

1. The reference books provided in the MATCH box were rated as highly accurate and highly representative. This rating indicated that the reference books were of excellent quality, generally error free, and of the type considered very appropriate for the teaching of archaeology in the public schools. It was, however, noted that one of the reference books, Archaeologists and What They Do, by Braidwood needed more illustrations.

2. The teacher's guide, maps, site plans, bibliography, and filmstrips were all rated as highly accurate and highly representative. These ratings indicated that

¹⁴Ibid.

the archaeologist considered all of these materials of excellent quality and very appropriate for teaching archaeology to grade school children.

3. The artifacts included in the MATCH box were rated highly accurate and highly representative. These artifacts and museum reproductions were considered to be of excellent quality and very appropriate as archaeology materials for the teaching of archaeology in the public schools.

In his summary comments, the archaeologist noted that the materials provided by this MATCH box were of excellent quality, and he stated "this material is very well done, the best project I have looked at."¹⁵

University of Minnesota Project Social Studies

Hopi Indian Family. Project Social Studies, located at the University of Minnesota, has produced a series of units for use in a K-12 social studies program. Because of their publication timetable, only "The Hopi Indian Family" was available to the anthropologist for examination. This unit was examined, and all of the materials within it were rated by one anthropologist--

¹⁵Comments and ratings by D. A. Breternitz, March, 1972.

in this case an archaeologist. The following is a summary of that rating.

1. This unit (in kit form) offers the primary teacher a series of story books written by different authors but especially selected to be included in this study. The anthropologist rated these books as accurate and highly representative. This indicated that the books were generally error free and especially good as material on Hopi culture. However, in a few cases the books presented material on cultures other than the Hopi which might lead to some confusion for teachers and students.

2. The teacher's guide and bibliography contained within the teacher's guide were rated highly accurate and representative. These ratings indicated that the teacher's guide was of excellent quality and generally error free. The material was generally of that type considered appropriate for the teaching of anthropology.

3. The filmstrips contained within the kit were rated as accurate and highly representative. These ratings indicated that the filmstrips were generally error free. However, it was noted that the information on some of the Indian ceremonies was somewhat confusing

and might lead to some misconceptions. The filmstrips were of excellent quality and, except for some minor discrepancies, would be appropriate for teaching about the Hopi at all levels of the public school.

4. The cassette tape recording was rated as highly accurate and highly representative. These ratings indicated that the cassette recording was error free and of excellent quality for the teaching of anthropology in the public schools.

5. The artifacts were rated as separate items, and all of them were rated as "good" with the exception of the bull roar^{er} (Hopi toy).

6. The set of thirty study prints was rated as good. It was noted that more descriptive information regarding the study prints was needed especially in the teacher's guide.

In his summary comments, the anthropologist noted that these materials were quite well done and that the kit materials would be useful for a variety of grade levels. He also stated that "If the teacher prepares himself with the resource guide and some supplemental readings, the kit would be very good at the first grade level."¹⁶

¹⁶Comments and ratings by D. A. Breternitz, February, 1972.

Anthropology Curriculum Study Project

The one semester course that was produced under the auspices of the American Anthropology Association was published under the title Patterns in Human History. This course is divided into four units which were packaged in multi-media boxes. The first unit, "Studying Societies," was examined by a cultural anthropologist. The second unit, "Origins of Humanness," was examined by a physical anthropologist. The third unit, "The Emergence of Complex Societies," and the fourth unit, "Modernization and Traditional Societies," were examined separately by different cultural anthropologists.

Studying Societies. The first unit "Studying Societies" is the foundation unit of this course. The following is a summary of the ratings of the cultural anthropologist:

1. The student booklet and teacher's guide were rated as highly accurate and representative. These ratings indicated that the material was of an excellent quality and generally error free. The booklets contained the type of material considered appropriate for the teaching of anthropology in the high school.

2. The maps contained within the student booklet were rated as accurate and representative. These ratings indicated that the maps were considered error free and generally of the type found within the discipline of anthropology.

3. The site plan included with the student booklet was rated as highly accurate and highly representative. These ratings indicated that the site plan was of excellent quality and error free. The site plan was an excellent example of the type found with the discipline.

4. The two filmstrips included with the unit materials were rated as highly accurate and representative. The same ratings were given to the two records and transparencies in the unit. These ratings indicated that these materials were of excellent quality and error free. The materials were generally of the type found in the discipline.

In his summary comments, the anthropologist noted that some of the status-role information in the materials seemed overly complex and involved. He also stated that the materials could be improved by including more emphasis on the modernization of the bushmen and pygmies.

The anthropologist concluded that the overall quality of the unit was excellent and imaginative.¹⁷

Origins of Humanness. The second unit in the course is entitled "Origins of Humanness." This unit presents the student with a variety of topics including human biological and evolutionary history. The anthropologist who rated this unit specialized in physical anthropology. The following is a summary of those ratings.

1. The student booklet and teacher's guide were rated as accurate and representative. These ratings indicated that these materials were considered generally error free and appropriate for teaching physical anthropology at the secondary level.

2. The evidence cards, wall chart, and transparencies were all rated accurate and representative. These ratings indicate that the materials were considered generally error free and appropriate for the teaching of physical anthropology for the prescribed grade level.

The summary comments of the anthropologist indicated that the overall quality of the unit was "good."

¹⁷Comments and ratings by C. R. Hatfield, Jr., March, 1972.

There were a number of specific items, however, that the rater took exception to; these are listed in the appendices.¹⁸

The Emergence of Complex Societies. The third unit of this course is entitled "The Emergence of Complex Societies," and it traces some of the institutions of man through various stages of development. This unit also contains a variety of multi-media material which was examined by a cultural anthropologist. The following is a summary of those ratings.

The student booklet, teacher's guide, filmstrip, record, and three artifact casts were all rated highly accurate and highly representative. These ratings indicated that the materials were considered error free and of excellent quality. The materials were also considered very appropriate for teaching anthropology to students at the secondary level.

In his summary comments, the anthropologist noted that in general the quality of the material was "very good." He especially liked the way in which the materials traced the development of writing from 7000 B.C. through

¹⁸Comments and ratings by Alice Brues, March, 1972.

1500 B.C. He predicted that the materials would be used very successfully by both teacher and student.¹⁹

Modernization and Traditional Societies. The fourth and final unit of this course is entitled "Modernization and Traditional Societies." This unit builds upon the units presented earlier in the course and attempts to give the student some understanding of what effect modern technology has on the behavior of man. This unit was examined by a cultural anthropologist. The following is a summary of those ratings.

1. The student booklet and teacher's guide were rated as accurate and highly representative. These ratings indicated that the materials were considered generally error free and very appropriate anthropological material for secondary students.

2. The bibliography included in the teacher's guide was rated as highly accurate and highly representative. These ratings indicated that the bibliography was of excellent quality and error free. The entries presented some of the authorities and materials accepted by those in the discipline.

¹⁹Comments and ratings by Omer Stewart, March, 1972.

3. The filmstrips were rated accurate and representative. These ratings indicated that the filmstrips were generally error free and appropriate for teaching anthropology to students at the secondary level.

In his summary comments, the anthropologist noted that in general the materials were "very good." However, it was also felt that the teacher and student would have to be capable of removing some of their own biases when working with the materials. Some of the materials (photos) required a rare sensitivity on the part of the teacher in order to aid the student in his interpretation of their meanings. The anthropologist also stated that some of the material relied too heavily on an archaeological interpretation of an ancient community. He also felt that some of the activities (mini-dramas) required a great deal of sensitivity, or they might amount to little more than fun or silliness.²⁰

High School Geography Project

A one-year course called Geography in an Urban Age was produced by the High School Geography Project. This course contained six units prepared for the secondary

²⁰Comments and ratings by C. R. Hatfield, Jr., March, 1972.

level. The third unit of this course was considered anthropological because of its emphasis on culture.

The Geography of Culture Change. The third unit of the one-year geography course consists of a four week unit entitled "The Geography of Culture Change." This unit might be used as part of a general anthropology course taught at the high school level. The material in this unit was examined and rated by a cultural anthropologist. The following is a summary of those ratings.

1. The student resource booklet and teacher's guide were rated as accurate and representative. These ratings indicated that the materials were considered generally error free and appropriate as anthropology materials for the public school.

2. The student quiz (or exercise) was rated as highly accurate and representative. These ratings indicated that the quiz was considered error free and contained material appropriate to the discipline.

3. The two filmstrips included in the unit were rated as questionably accurate and questionably representative. These ratings indicated that the filmstrips were generally error free but some items in the filmstrips were in error or might be in error. The

filmstrips generally reflected material representative of anthropology, but some items might be inappropriate as anthropological content. The rater felt that some of the material in the filmstrips was confusing and misleading because of the technical production which might distort some of the concepts that they were trying to establish.

4. The transparency masters were rated as representative. The rater did not comment on their accuracy but indicated that the transparency masters reflected items that concerned anthropologists.

In his summary comments, the anthropologist noted that the overall aim of the project was good. However he stated that some of the materials seemed too sophisticated for the high school level. He also indicated that a poor choice of terms was used in some of the materials, and the sequence that dealt with livestock might not be relevant to urban students. The materials stressed "culture spread" with little regard to those who lead the movement. He also felt that the topic dealing with urbanism and conformity was confusing because of some unclear concepts regarding technical expansion and cultural differences. He stated that this was the least

acceptable part of the unit. The anthropologist took issue with the idea of unification of world cultures. He recognized that some will argue that cultural uniformity is inevitable, however, he stressed that there are many other anthropologists who would argue that the concept of cultural uniformity was misleading.²¹

SUMMARY

This chapter reported the anthropologists' evaluation of the six projects included within this study. The materials included those that were identified as anthropological and those that were available from the publisher at the time of the study. The anthropologists examined the materials and then rated them for accuracy and representativeness. The anthropologists were also asked to make summary statements about the materials upon completion of their examinations. The amount of time spent by the anthropologists in rating the projects varied according to the amount of material contained within the projects which were designated as anthropological. The time spent on rating the materials also varied with respect to the anthropologist who rated the

²¹Ibid.

materials.. Some of the courses and/or units were evaluated by one anthropologist while other project materials were examined by two or more anthropologists because of the amount of material or the number of specialities contained within the materials. The results of the anthropologists' ratings were reported by and credited to the appropriate anthropologist. Before the material was included in this chapter it was submitted to the anthropologist who rated the material for his or her final approval.

Some of the results of this part of the study were also included in Chapter VI. Thus some of the results of this chapter were used in answering general and hypothetical questions of the dissertation.

CHAPTER VI

CRITIQUE OF THE ANALYSIS SYSTEM AND AN ANALYSIS OF THE FINDINGS

This chapter contains two general areas of concern. Part one of this chapter is concerned with a critique of the CMAS used in the study. The second part of the chapter deals with the hypothetical and general questions which were stated in Chapter I of the dissertation. Much of the chapter is based upon materials presented in Chapters IV and V. The questions in this study are explored according to the results of these two chapters and major findings are listed at the end of the narrative which is included after the question. The results from the analysis system (CMAS - Long Form) were presented in Chapter IV, and the ratings and comments from the anthropologists were presented in Chapter V.

CRITIQUE OF THE CMAS (LONG FORM)

The Social Science Education Consortium published a newsletter in February, 1968, which is identified as Newsletter #4. The subject of this newsletter was the

Curriculum Materials Analysis System (CMAS). In this newsletter, the uses of the CMAS were described.

We see the possibility that this method of analysis could be useful to many kinds of persons including those who make decisions about adoption of curriculum materials, teachers who use the materials, curriculum developers who need information about materials other than their own and who might profit from third-party analyses of their own materials, teachers and students in in-service education programs. We also visualize the system as being used in two different ways by persons who are concerned with trying out new materials, as a method of analyzing materials before they are tested, and as a framework for organizing observations during classroom trials.¹

The revised form or Long Form of the CMAS grew out of the comments of users.

. . . curriculum analysts, curriculum innovators, college professors, workshop participants, and users of the CMA's have offered criticism about the CMAS and have suggested that a major revision of the CMAS be done as soon as possible to make it more useful for its intended consumer.²

The foregoing statement was taken from the revised CMAS (Long Form) in describing its purpose.

This part of the chapter is a review of the CMAS (Long Form) which attempts to offer some insights into

¹W. William Stevens, Jr., and William Petsko, "Newsletter #4," Social Science Education Consortium, Boulder, Colorado, February, 1968.

²Morrissett, et al., op. cit., pp. 2-3.

its usefulness, comments on its strengths, and criticisms of its weaknesses. This review first presents some general strengths and weaknesses of the CMAS which were found upon completion of a number of CMA's on the anthropological project material. This is followed by some descriptive comments on each section of the CMAS.³

The CMAS (Long Form) was made up of eight sections which were designed to describe certain aspects of curriculum material. The sections were composed of questions which were answered either by indicating a number rating, by descriptive short-answer statements which sometimes included lists of materials, or by short narrative answers which were to be completed in the sub-level sections or as part of an abstract that was inserted at the beginning of each section after the section answers were completed. The analyst was the person, or persons, who worked through the material and completed the CMA. Section eight of the CMAS (Long Form) was not included in this study or in the appendices, however, this part of the chapter served as a substitute for a number of things called for in that subsection.

³The CMAS (Long Form) should not be confused in any way with the Data Book. The Data Book, also a publication of the SSEC is based upon the CMAS - Short Form.

The CMAS's greatest strength lay in the fact that it forced the analyst to work through the materials in such a way that he could not help but form strong opinions about the materials, and his preferences among materials soon became clear. The analyst became aware of the curriculum construction which could be applied to all types of materials that he might encounter. The system, when completed, revealed a wealth of information about curriculum materials, and the analyst was in a far better position to judge materials than those who used traditional ways to examine and adopt materials, with the exception, perhaps, of the classroom teacher who had taught the materials.

In general, there seemed to be a lack of procedures through which materials could be analyzed. The CMAS helped move in the direction of attempting to build a curriculum analysis system that could be used by teachers and curriculum specialists throughout the nation.

However, the CMAS (Long Form) in its present form was a very difficult, awkward, and time consuming system. The project materials must be available along with articles or position papers written by the author or authors of the project. The amount of time to do an

analysis varied between projects depending on the number of analysts, the amount of curriculum material, and the variety of material in the project. Each CMA in this study took from twenty to forty hours to complete. Many of the questions should be answered by the author of the material who in some cases might have difficulty with a few of the questions in the system.

A major drawback to the system was that questions involved extensive training in educational psychology because they explored a variety of learning theories that only a student at the graduate level might encounter. Though the system did give a synoptic description of the theory or terms in the theory, it was not sufficient aid to those for whom the system was particularly designed. Several different psychological theories were used and often mixed together in a confusing fashion. The system incorporates part of the theories of Piaget, Bruner, Freud, Skinner, Bloom, as well as others into the questions with a general disregard for the complexities involved in applying any one of them, let alone all of them, to a single system.

At first the system seemed to cover everything, but it actually failed to cover some basic concerns

found in the cumulative body of knowledge concerning curriculum construction. Some key questions about the material in which teachers and others might be interested were also ignored. (See page 391)

The system was inefficient since it contained a great deal of redundancy. Some questions were asked more than once (in identical terms) without really adding much, if any, additional information to the analysis. (See page 385) The entire system was too academic and needed to be simplified or streamlined before it would be of value to or even used by public school personnel in the way it was intended. (See page 388)

Although the Long Form was designed so that most of the questions could be answered within the booklet, it did not provide enough space for narrative answers, and where charts were included for lists of materials, they were not long enough to contain all of the materials of varied sized projects. In some items, the directions were not clear. For instance, one part of the system mentioned an abstract while in the analysis section a narrative was called for, and it was not clear whether these were the same or different parts of the system.

The person who did not have access to material centers, such as the SSEC or ERIC/ChESS, would find completion of the CMAS difficult, if not impossible. Even with access to the resources of these two centers, completion of the CMA was arduous because of the amount of checking and rechecking of references or source materials which became necessary in order to conscientiously complete the analysis. Project information which was available from the producers was often of an evolving nature and changed as the materials emerged in various stages. The emphasis of the project in its initial stages often differed from its final form, hence, one must be careful since the material first described may not reflect the final results. Evaluative data were especially difficult to locate and describe, since each producer used different methods of evaluation.

The pages of the CMAS (Long Form) were numbered in a confusing way; two parts of the system had a number series while the majority of pages were not numbered at all. This system was undoubtedly very difficult to devise, and one often got the feeling that it was somewhat out of the control of those who wrote it or that they had a great deal of difficulty bringing it together.

It lacked efficiency. The system contained a great deal of minutiae which proved to be little value to the overall assessment of the materials, especially those items that were below the three digit level. (Appendix B)

Section 1.0 of the CMAS (Long Form) was a descriptive section for curriculum materials. It required the analyst to list the printed materials, their designated grade levels, materials other than printed materials, costs, the dominant characteristics of the materials, and various reports from the curriculum developers. This section provided an overview of the more detailed sections which followed. An example of the redundancy of the system was seen in this section and the others that followed. Question 1.2-Q3 asked for basically the same information found in question 1.24-Q. Two separate questions were unnecessary since the one question would cover the other very nicely. A question in one section was sometimes repeated again in other sections of the system. Questions 1.1-Q1, 3.1-Q2, 3.12-Q1, 5.211-Q, and 8.12-Q2 could all have been treated in one part of the system. In other cases, such as 1.31, a narrative description might have been more useful before or after all of the materials had been listed. The digit system

also could have been simplified by eliminating the repetition of subsection numbers for each of the questions in that subsection. For example 1.2-Q3 could have been listed as Q3; there was no need to keep including the subsection numbers.

Section 2.0 required the analyst to describe the rationale and objectives of the materials, but the analyst was often not able to find direct references which aided in answering the questions in this section. The analyst had to rely on inferences made by reading between the lines from the materials or articles written by the author. The system emphasized the use of Bloom's taxonomy which was useful, but it forced the analyst to search the materials for a hierarchical type of objective which may or may not have existed. Perhaps a better way of organizing this section would have been to use the suggestions found in Taba's Curriculum Development: Theory and Practice or Mager's Preparing Instructional Objectives. These two books dealt more specifically with using and classifying objectives in curriculum development and seemed to this writer to be of greater value in a practical sense when used in conjunction with Bloom's taxonomy. The section was mainly concerned with

the nature of the individual and society; while few, if any, project writers stressed this aspect in any of their materials or articles.

Section 3.0 was entitled "Content" which was somewhat misleading in that it did not relate to subject content of the materials but was concerned with cognitive and affective content. This section required the analyst to examine the materials in terms of their use of facts, concepts, generalizations, attitudes, and values. Bloom's taxonomy was the basis for much of the categorizing or classifying of materials in this section. This writer was disappointed in this content section which did not include subject matter. This tended to weaken the system since those interested in using the system would be more interested in subject content than the long lists found in section 1.0. Subject content would have been of more value to those adopting the materials than the classification of them according to Bloom's hierarchy.

Section 4.0 was concerned with theory and strategy. This section was a difficult but useful section for uncovering the learning theory, instructional theory, and teaching strategy of the material. However, most project authors did not explicitly state a learning

theory and only persons who were extensively trained in educational psychology would be able to detect the basic learning theory, combinations of learning theories, or the lack of learning theory in the materials or writings of the author. It is doubtful that the average teacher or curriculum specialist will complete this section without help from someone trained in learning theory. One subsection in this section, 4.31-4.36, needed to be clarified. The instructions did not explain how to handle it. The subsection called for proportions of actions between teachers-students-resources. Were the proportions meant to total 100 per cent or could they exceed 100 per cent? Did the charts in subsections 4.31-4.36 provide the basis for filling in subsections 4.31-4.36?

Section 5.0 was concerned with antecedent conditions that must exist with respect to the pupil, teacher, school, or community in order that the materials might successfully be adopted. The analysis used some of the child development theories of Piaget along with more of Bloom's taxonomy and such esoteric classification as "enactive," "iconic," and "symbolic." It is doubtful that those for whom the CMAS was designed would have a

sophisticated enough understanding of Piaget's developmental theories to apply them correctly. This skill is seldom mastered by students who have not had a concentrated course in child development at the graduate level. However, the bulk of the questions in this section were well within the grasp of most teachers and curriculum specialists. This section is of considerable importance to a school district planning to adopt new materials, especially if it has unique student bodies who would or would not benefit from certain types of curriculum material.

Section 6.0 required the analyst to examine available evaluative data. This section was perhaps the most difficult to complete because of the inconsistencies between the evaluation programs of the various projects. In general, however, most teachers or curriculum specialists would not have access to evaluative data. Some project offices would send such data, but many projects had closed their offices and others did not have the type of data available that would have been useful for this section. There were no uniform procedures or guidelines for project authors to follow in evaluating their data. Most of the available evaluative data were

collected by project personnel and most of them reported positive findings. The analyst was left to rely on his intuitive feelings toward the materials, but such an approach is unscientific.

Section 7.0 required the analyst to seek out background materials on the project in order to uncover its origin, personnel, funding sources, and present status. Some projects provided a project history while others did not. The amount of funding was seldom mentioned in the project materials. Though this section offered interesting background material, this information was not critical in deciding whether or not to adopt specific materials.

The CMAS was an attempt to provide broad coverage of what were considered essential concerns about the development of curriculum materials. The CMAS (Long Form) was different from other forms of the CMAS in that it contained questions that could be answered quickly by indicating ratings of the materials. It was assumed that once all of the questions were answered the analyst would be able to make judgmental decisions about the materials.

The CMAS (Long Form) was used in this study as a means of comparing materials in table form. Comparisons were useful and a great wealth of material became available on the projects analyzed in this study.

Since the questions in this system were so essential to the results of the system some comments were needed in order to evaluate the usefulness of the system.

1. The questions were concerned with rationale, theory, cognitive issues, and value issues; but the questions often failed to include or gave scant or no attention to concerns involving scope, continuity, sequence, integration of the materials, diagnosis of needs, performance objectives, and evaluation of objectives.

2. Many of the questions were philosophical and interesting, but were sometimes difficult to answer and the answers were often not helpful in deciding whether or not to adopt the material.

3. The questions were not as efficient as they needed to be in this type of system because they were often not succinct. The questions were often long and complex because of sentence structure and technical or specialized terminology.

4. The CMAS (Long Form) tended to defeat its own purpose because long narrative answers were often mixed with the rating check mark types of questions. For instance, one question asked the analyst to list all of the stated concepts in a set of materials. This type of question required such a long and detailed answer that it defeated the usefulness of the system, and the analyst would have been better off with the CMAS short form system which used narrative answers but contained fewer items.

5. There were some questions in the system, such as 5.122, which did not make sense and maybe indicated inefficient editing before publication.

6. There were several unclear questions such as question 5.123. Poorly worded and confusing questions were not uncommon in the system.

7. There were questions that asked for more than one answer and yet check-off space for only one answer was provided. This also tended to confuse the analyst since not all of the questions rated the same answer.

8. The form and wording in the questions sometimes lacked consistency. For instance, in 5.211, the question called for courses and the chart called for

semester hours. In 6.211 there was an inconsistent use of headings which violated the outline form.

9. The major sections also failed to follow uniformity to some extent. For instance, section 2.0 contained questions, while 3.0 did not--its questions began in 3.1 of the system.

There appeared to be a lack of editing and the system seemed to be in dire need of revision. In its present form the system probably would discourage use by even the strongest supporter of the analysis systems. It was surprising that the SSEC would publish and market a system of this type without doing a great deal of field testing and re-editing. However, it appeared that re-editing and field testing were not done, otherwise a much improved system should have emerged.

The following points summarize some of the major findings based upon an extensive use of the CMAS (Long Form):

1. The real value of the CMAS (Long Form) would be in its use as a checklist for curriculum writers who would need to more clearly state their positions on certain aspects such as philosophy and theory when writing their materials.

2. The instrument, in general, did not do what it was designed to do. It was far too complex, confusing, and awkward to be of any real value for public school use.

3. The instrument was limited in use because of its complex theoretical basis. Even those specializing in social science curriculum might have difficulty with some parts of the instrument.

4. The system did not stress some main concerns from the knowledge in curriculum construction based initially on the writings of Hilda Taba.

5. The system extensively used educational psychology theories including those of Bloom, Piaget, Bruner, Freud, and Skinner. Not only was the result confusing but perhaps inappropriate when mixed together as was done in this system.

6. The system included an excessive amount of redundancy which did not add to the usefulness of the system.

7. The system could be used in a comparative form when examining more than one set of materials.

The Social Science Education Consortium attempted to provide educators with a curriculum analysis system. This was a very difficult undertaking because in order to be useful, such a system had to be efficient, thorough,

and simple to use. The ideal system had to be able to extract data upon which decisions and judgments could be made. The CMAS may be a start in that direction but the profession will have to wait for more ideas to come forth and for more models to be tested.

ANALYSIS OF FINDINGS

Consideration of the Hypothetical Questions of the Study

Three hypothetical questions were stated in Chapter I. These questions were considered upon completion of the CMAS (Long Form) and the examination of the anthropologists.

Do anthropology project materials have a potential as a unifying force within the social studies? Anthropology certainly contains the potential for unifying the social studies from grades K through 12. The concepts of anthropology could be used to overcome some of the curriculum problems of scope, sequence, continuity, and integration. The scope of anthropology is wider, and its boundaries are less restricted than any other social science. Most often stated definitions of anthropology usually describe it as the "study of man" or "the study of man and his works." Thus the scope of this discipline

is man and his works. Some believe that anthropology encompasses all of the social sciences and anthropological content may be ordered in a variety of ways. Appropriate concepts could be organized in a sequential fashion so that these basic ideas could be repeated and reinforced as the child progresses. Materials, concepts, and activities could also be organized to give continuity as well as balance to the entire K through 12 program. For example, the early primary grades could study a variety of specific cultural settings while older children could study more complex institutional aspects of man's development. Anthropology could be used to integrate all of the social sciences and history. Political science, geography, economics, sociology, and psychology could all be conceptually integrated by the broad fields of interest found in anthropology.

Anthropology as the core of the social studies offers an important advantage in that its methodology uses scientific inquiry. This would make it more compatible with methods used in the other social sciences. History, usually considered a humanity and not a social science, uses mainly a descriptive approach and its research delves into past records and documents.

Statistical research has become especially popular in the social sciences and is likely to become more important in the future. The social sciences are making more extensive use of experimental design techniques which have not been widely used by historians.

Anthropology is different from many of the other social sciences in that it is related to or uses other academic disciplines outside of the social sciences as part of its discipline. Anthropology is related to the natural sciences, the humanities, language arts, and fine arts. The four fields within anthropology reflect this relationship. Cultural anthropology incorporates all of the social sciences as well as the fine arts which include music, art, crafts, and pottery. Physical anthropology includes the social sciences and the natural sciences--biology, physics, genetics, chemistry are all applied by the physical anthropologist when he studies race and the influence that environment has had on the shaping of man's features and his activities. Archaeology combines the natural and social sciences in the study of past cultures. It is also concerned with crafts and fine arts when it studies basketry, pottery, and ceramics. Archaeology also is concerned with ancient

forms of mathematics, calendrics, writings, architecture, agriculture, religion, and all other things that were part of mans' activities. Linguistics and language arts are closely related as the anthropologist studies the structure, use, and relationship of languages. Language may reveal the past activities or movements and migrations of man that have been lost to the historian or the archaeologist because of the lack of written or physical evidence. Thus anthropology can serve as a bridge between the social sciences and other academic disciplines.

Through anthropology, the social studies could adopt laboratory work that is generally not offered in the social studies or history. Student activity could be channeled into laboratory activities of the physical anthropologist or the archaeologist. Materials of the cultural anthropologist could be used in the form of activity modules in which laboratory periods are used to study a variety of customs or practices of primitive people. By including anthropology in the curriculum, the social studies program could add a great variety of activities similar to those in the natural sciences. Hopefully student interest would increase with this type of approach and the social studies would become less dependent on verbal reading skills.

Anthropology could offer the social studies a greater use of field work in cooperation with museums, universities, and colleges. Field trips to excavation sites could be planned during the year as well as programs that could operate through the summer. It is possible that some schools could even excavate sites near their own communities. Anthropology may also contain great potential as an avocation for students who as adults could continue their interest in this area. The popularity of anthropology can be seen in the growing number of armchair anthropologists, who write articles in hobby magazines, and in the general public which subscribes to such popular journals as National Geographic.

It would be misleading to regard anthropology as a panacea for all of the problems of the social studies. It is doubtful that the public schools are prepared to charge headlong into anthropology without carefully weighing any negative consequences that may result by including it in their curriculum.

There is a general lack of materials for the teaching of anthropology. In spite of the project work and the work of some textbook publishers, materials

available for the teaching of anthropology are considered inadequate when compared to materials available in the traditional or established fields. Geography is a strong competitor for anthropology since both are closely related in certain areas of concern. There is a general lack of qualified teachers available to teach anthropology in the public schools. Teachers presently teaching in the schools have little or no preparation in anthropology. Some communities may resist the adoption of anthropology in their school districts because of its past stormy, emotional, and controversial debates that involved the theories about race and evolution. Other groups may resist the teaching of anthropology for a variety of quasi-political reasons. History still dominates the social studies curriculum and has resisted all newcomers who would challenge its place of prominence. It is doubtful that anthropology could challenge history's place in the curriculum in the foreseeable future. Though many professional anthropologists have shown some enthusiasm for the introduction of their discipline into the public schools, there are those who would resist such a move because they fear that anthropology could become too much of an emotional issue or be taught by such

poorly prepared teachers that students would receive poor instruction.

In spite of all of the above reservations to the teaching of anthropology, it probably will become part of the social science curriculum, but there will undoubtedly be problems and controversy along the way.

The following points are considered major findings concerning the question of anthropology's potential as a unifying discipline for the social studies:

1. Anthropology offers the social studies a broader scope for organizing curriculum than most other social sciences.
2. The methodology of anthropology is more compatible with the methodologies of the other social sciences than is the methodology of history.
3. Anthropology relates broadly to other academic disciplines as compared to most other disciplines in the social sciences.
4. Anthropology contains potential activities that could be adopted to laboratory settings thus offering the social studies new and varied types of activities.
5. Community resources are adoptable for use in an anthropology course. They would include museums, art

galleries and craft exhibits. Regional site excavations could be used if they exist within reach of local schools.

6. Anthropology contains the potential of providing the student with an interest which he may pursue into adulthood.

Anthropology should not be regarded as a cure-all for all of the ills of our present day social studies curriculum. It does offer some attractive potentials that school districts should be interested in investigating. The discipline could in time become the organizational structure of the social studies curriculum.

Are anthropological content and methodology adaptable to learning levels within the public schools?

Anthropology materials have been prepared for every grade level. ACP provided materials for grades K through 7 with supplemental materials for the secondary level.

MACOS and MATCH provided materials for the upper elementary. PSS provided materials for the primary grades through high school. ACSP and HSGP designed materials for the high school. Thus anthropology project materials are available for all grade levels although the bulk of the materials were designed for elementary use.

MACOS, PSS, and ACSP materials were designed as separate or discrete courses while MATCH and HSGP contain units that could be adapted for teaching anthropology. ACP designed its materials to be supplemental to existing social studies programs. MATCH, HSGP, and PSS could also be used as supplemental materials if so desired. ACSP was designed as a separate elective course in anthropology or as the first semester of a world culture or world history course.

In general the materials were carefully written for the average student at the designated grade level. However, there is the belief that ACP materials were more difficult than some teachers might expect. For instance, Race, Caste, and Prejudice was used by some schools as a reference book for teachers who felt that these materials were too difficult for their high school students.⁴

The conceptual difficulty level varies from project to project and while ACP materials may be considered more conceptually difficult than some others, most conceptual information was presented clearly and in a way that the average student could grasp the meaning. ACP, MATCH, and ACSP were considered more discipline

⁴Edina High School, Minneapolis, Minnesota, January, 1972.

oriented in terms of social science than the other projects. These three projects stressed the methodology of the discipline more than the other projects. MACOS, PSS, and HSGP presented anthropology concepts and methodology to some extent, but their main emphasis was concerned with the learning process. Many teachers, therefore, may find these projects more easily adaptable and more compatible with the types of materials which already exist in the schools, especially in the elementary or junior high schools.

Most of the materials in this study could easily be adapted for grade levels other than the ones stated by the project authors. For example, MACOS was being used by some junior high teachers; ACP could easily be used by some junior high teachers; ACSP may be used with some success by college freshmen; and the filmstrips included in PSS could be used in all the grades including the college level. It may not be wise to use some of these materials at lower levels than the stated ones, but teachers in the higher grades may find at least parts of these projects suitable for their classes.

The following points are considered major findings concerning the question on the adaptability of

anthropology content and methodology to learning levels within the public schools:

1. In general the materials were carefully written for the average student of the designated grade level. However, ACP materials may be more difficult and may not be appropriate to some learning situations.

2. Most of the materials' conceptual information was well written and within the grasp of the average student.

3. Some projects presented the content and methodology of the discipline while others presented material in more of an interdisciplinary approach.

4. Most of the material examined in this study could be adapted to higher grade levels than those specified by project authors.

In general most of the project material contained methodology and content that could easily be placed within the existing curriculum structure of most schools. There are cases when each school will, however, need to test these materials to see if they meet their own particular needs.

Do the projects' materials have characteristics in common which determine how anthropology would be taught in the public schools when and if it were accepted as part of the curriculum? The six projects selected for this study contained many differences which reflected philosophical as well as learning theory differences. However, in spite of these differences these project materials contained many common elements. These same common features might be expected in material that might be published in the future as anthropological course materials for the public schools.

Most of the project materials were in multi-media form, providing printed materials as well as a variety of other types of materials including, in most cases, great quantities of audio-visual material. It was found that ACP was the one project that offered little outside of the printed word while MATCH almost exclusively contained non-verbal types of materials. MACOS, PSS, ACSP, and HSGP contained more of a balanced approach by offering printed materials that were used with audio-visual and various other media in a coordinated effort to provide a variety of materials and experiences to the student.

Project materials examined in this study indicated that anthropology could be taught at all grade levels from K through 12. It was also found that approximately 80 per cent of the material examined in this study was prepared for the elementary grades. ACP offers some supplemental units for the secondary level, ACSP has prepared a one semester course for the high school student, and the unit examined from HSGP was designated for the secondary level--the other materials were all designated for the elementary levels. This indicates that the initial introduction of anthropology into the public schools on a broad basis will most likely come at the elementary level. Secondary schools might be handicapped in the introduction of anthropology into the curriculum because of a general lack of sufficient materials.

The materials in this study included topics from all four areas of anthropology: cultural anthropology, physical anthropology, archaeology, and linguistics. It was found that the bulk of the materials came from the area of cultural anthropology with a fairly large amount of archaeology content being offered or contained within the material. There was some physical anthropology but

much less when compared to the amount of time spent on cultural considerations. The smallest amount of subject matter materials dealt with linguistics. In general, ACP and ACSP contained some materials from all of the areas of anthropology. MACOS, PSS, and HSGP contained mainly cultural materials although MACOS also contained a great deal of material on animal behavior. MATCH was primarily concerned with archaeology. It may be assumed from these projects that new materials published for the public schools as anthropology might follow this same general pattern with cultural anthropology making up the largest portion of the subject matter content, followed by archaeology, with lesser emphasis given to physical anthropology and very little time being spent on linguistics.

Also it was found that in general most of the material examined in this study used a non-text approach. Student and teacher booklets were most common, and one project (MATCH) contained only reference books and attempted to avoid a verbal approach altogether. The most text oriented approach was found in ACP which stressed the importance of verbal learning. MACOS, ACSP, and HSGP all used student and teacher booklets. PSS included a

set of carefully selected story books for students, but they did not include a text or student booklets. If future materials in anthropology are similar to these, one would expect the use of student booklets over the traditional student text with less emphasis on printed materials and more emphasis on activity centered types of materials.

Some of the units and courses included in this study used an interdisciplinary approach, but they were almost evenly balanced with units and courses from other projects which were based on a disciplinary approach. ACSP, MATCH, and ACP used the disciplinary approach concentrating on the science, methodology and terminology of anthropology while MACOS, PSS, and HSGP crossed the straight disciplinary boundaries with subject matter and concepts from a variety of fields. It is recognized, however, that anthropology is related to sociology and geography and even a disciplined approach to the subject matter will contain some elements from other disciplines. These two types of approaches to anthropology seem to indicate that teachers who wish to incorporate anthropology into their curriculum will have the choice of selecting a disciplinary approach or multi/or interdisciplinary approach to the teaching of anthropology.

It was found that most project materials in this study tended to stress conceptual development over the learning of factual data (ACP might be considered the exception). In MATCH, MACOS, ACSP, PSS, and HSGP (and even ACP to some extent) the formation of concepts was a basic goal. In general, project materials stressed the importance of encouraging students to use basic data as a step toward speculating about the nature of man. PSS attempts to develop some skills in hypothesis development while the others all provide for some degree of independent thought that would lead to generalizations and conceptualizations on the part of the student. This trend seems to indicate that new materials will most likely contain materials and strategies that will encourage the development of critical thinking skills. Many of the project materials were activity centered. The student was given a broad variety of activities. Many of these activities were adaptable to a laboratory approach. This approach will be seen by many as a very appealing characteristic which is especially needed in the social studies/social science area. Publishers will most likely design their materials with an activity approach to the learning of the materials.

It was found that these project materials in general do not provide schools with adequate materials to teach anthropology on a broad basis. History, geography, sociology, political science, and economics offer the schools more material for each grade level than does anthropology. Publishers are, however, beginning to offer more anthropology materials for public school use. The project materials do have some characteristics in common which indicate how the discipline might be taught when it is accepted as part of the social studies curriculum.

The following points are considered major findings concerning the question of how anthropology would be taught in the public schools when it is accepted as part of the curriculum:

1. Curriculum materials in anthropology will most likely contain multi-media materials. All types of tools, pictures, and a variety of artifacts make it a natural discipline for multi-media materials.

2. Anthropology will be taught at all grade levels with its greatest emphasis coming in the elementary grades since the bulk of materials in this study were designed for that level.

3. All four areas of anthropology will be taught in the public schools with the greatest emphasis on cultural anthropology followed by archaeology.

4. Materials in anthropology will offer a great variety of student and teacher printed materials, especially in booklet form. Some materials will stress a non-verbal approach or an approach that relies less on verbal skill than past types of materials.

5. Teachers will have a choice between discipline oriented materials and the broader interdisciplinary types of materials in anthropology.

6. Many of the materials will stress conceptual learning skills over factual memorization.

Perhaps the greatest change in materials will be the great variety of materials that teachers have to choose from when selecting course materials. However at this time materials are limited in quantity. Many traditional textbooks on anthropology will undoubtedly be published in the near future.

Consideration of the General Questions of the Study

The subproblems (general questions) of the study are:

1. What curriculum projects in anthropology had prepared materials for use on a national level?
2. What qualifications or special training did teachers involved in teaching project materials need as stated by project criteria?
3. What social values underlaid the materials and content of anthropology projects as claimed by project literature?
4. What intellectual, scholastic, or academic values were claimed by project materials?
5. What did the producers of projects and units claim as learning, philosophical, or theoretical models in the writing of their materials?
6. How were project materials similar to each other as determined by categories set up in the CMAS?
7. How are project materials dissimilar from each other as determined by categories set up by the CMAS?
8. Were project materials accurate and representative of anthropological content and methodology?

These questions were considered upon the completion of the CMAS and the examination of the anthropologists. Questions listed in Chapter I but not listed above were included in consideration of the hypothetical or other general questions in this section of the study.

What curriculum projects in anthropology had prepared materials for use on a national level? This study selected materials from six projects for analysis and examination. These materials were selected because they best fit the limitations and definitions established in the study. Almost all of these projects began their work in the 1960's and most of them had completed or begun the process of terminating their work when this dissertation was completed.

The six projects selected met all of the requirements of the dissertation. These projects included:

1. Anthropology Curriculum Project (ACP)
2. Materials and Activities for Teachers and Children (MATCH)
3. Education Development Center (EDC)
4. University of Minnesota Project Social Studies Curriculum Center (PSS)
5. Anthropology Curriculum Study Project (ACSP)
6. High School Geography Project (HSGP)

Two of these projects, ACSP and ACP, concentrated exclusively on anthropology. EDC, MATCH, PSS, and HSGP all offered courses or units on anthropology. Three of the projects ACP, ACSP, and HSGP offered courses or units for the secondary level while ACP, MATCH, EDC, and PSS offered units and courses for the elementary level. Two projects, ACP and PSS, offered units for both the elementary and secondary level. Four projects had designated their material for specific grade level. They included MATCH, EDC, ACSP, and HSGP. Both the CMA's and the anthropologists' ratings of these materials indicated many other similarities and many basic differences. However, all of them were of the family of materials defined as project materials.

These projects had marketed all or parts of their materials by the time this study had been completed. It was found that many of the materials on the market had gone through one or more revisions and some were still being revised when this study was completed. Many of the materials were being marketed by publishers such as Macmillan while others, such as ACP, were offered through the office of the project or university where the project had been located. No new anthropology projects were

known to have begun while this dissertation was in progress. In fact no new anthropology projects were known to have been under consideration while this study was in progress. Perhaps this indicates that the era of project writing was either temporarily or permanently at an end. Of course, the traditional publishers were continuing to explore the market potential for materials in anthropology, and it was assumed that they would offer new courses in anthropology, many of which would be based on the types of materials developed and pioneered by the projects.

The following points are considered major findings concerning the question of what projects had prepared curriculum materials for use on a national level:

1. Six projects (ACP, MATCH, EDC, PSS, ACSP and HSGP) were found to have provided discrete units and courses that met the definitions and limitations established in this study.
2. Two projects (ACP and ACSP) concentrated entirely on anthropology while the other projects had developed materials for interdisciplinary or other social science disciplines.
3. Four projects (ACP, MATCH, EDC and PSS) offered courses or units for the elementary level. Three

projects (ACP, HSGP, and ACSP) had prepared materials for the secondary level. The bulk of the material, however, was prepared for the elementary level.

4. By 1972 project materials were available from all of the projects in this study.

5. Most of the projects had terminated their operations and closed their offices by 1972. No new anthropology projects began or were funded while this study was in progress.

Only six projects were found to have provided discrete units or courses in anthropology that also met the other limitations of the study. These projects, however, provided a wide variety of materials for all grade levels.

What qualifications or special training did teachers involved in teaching project materials need as stated by project criteria? The CMAS dealt with this question in the following sections: 1.23, 1.41, 5.2, 5.21, 5.22, and 5.25. In general, none of the projects or units from projects required particular kinds of teachers. However, this statement must be tempered with some qualifying assessments. ACP tended to be teacher directed and the primary units of PSS could also be

considered teacher directed but only because the teacher is required to read much of the material to these very young students. ACSP is teacher directed to a moderate degree while MACOS, MATCH, and HSGP depend more on student initiative.

None of the project materials required extensive academic preparation or background experience for the teacher. However, it is felt that there is need for some clarification regarding teacher preparation. ACP and ACSP were both quite esoteric and, therefore, teachers with some experience or background in the discipline would probably be more comfortable with the materials than those with absolutely no background or experience. The other project or unit materials (MACOS, MATCH, PSS, and HSGP) in this study would require less experience, but it is still felt that some experience with the discipline would be better than none. However, no more than a basic introductory course in anthropology or at most two years of teaching experience would be necessary.

The teacher's personality may make some difference in teaching the project materials. Teachers who would teach MACOS or ACSP should be somewhat more flexible than the traditional classroom teacher. Those

who would teach MATCH, PSS, or HSGP should be quite a bit more flexible than the "traditional" classroom teacher. They must be willing to allow their students a wider range of freedom to explore the materials. Teachers of these materials need to be open to all types of new ideas. There also might be more student noise and activity than some teachers may be willing to tolerate. ACP and ACSP could be used by either the innovated or "traditional" teacher who would regulate the use of the materials to suit his personal preferences in student movement and noise. PSS is quite similar to many of the activities and learning experiences going on in the primary grades across the nation. Therefore, the primary teacher would find the materials unique but its activities familiar.

The following are considered major findings concerning the question of qualifications or special training required of teachers involved in teaching project materials according to project criteria:

1. In general, none of the projects or units from projects required particular "kinds" of teachers.

2. None of the project materials required extensive academic preparation or background in the discipline in order to be successful with the materials.

3. Teacher personality and temperament should be considered when purchasing some project materials. Student activity or noise may disturb some teachers.

Although project literature claims that these materials can be taught without formal preparation in anthropology, many teachers will feel uncomfortable with such an approach. However, these materials enable the teacher to introduce the discipline immediately and catch up on his background and training later.

What social values underlaid the materials and content of anthropology projects as claimed by project literature? The value or affective characteristics of project materials was difficult to identify in some of the project materials analyzed in this study. However, two projects, PSS and HSGP, made distinct value statements or claims for their materials. The CMAS dealt with affective content in the following sections: 2.22, 2.32, 2.5, 2.51, 2.52, 2.53, 2.54, 2.55, 3.2, 3.21, 3.22, and 5.13.

Two projects, PSS and HSGP, stated their affective objectives clearly and to some extent tried to get students to take some moderate stands on some value issues. Other projects contained affective content but in a less

direct form. Most project writers would probably deny their materials were value free and in this study all of the project materials contained some value issues. Most project authors did not stress this aspect of their materials, with the exception of PSS and HSGP. None of the project materials used techniques of indoctrination; all of them attempted to clarify value issues; most attempted to analyze value issues to some extent--however, ACP, ACSP, and MATCH are fairly weak in this regard. None of the project materials attempted to get students to commit themselves to a particular set of values although this may be implied to some extent in the approaches of PSS and HSGP.

Three projects, MACOS, PSS, and HSGP contained affective objectives which covered very general topics and values while those in ACP, ACSP and MATCH are vague or non-existent. Only PSS and HSGP state affective objectives in terms of performance objectives that will be helpful to the teachers. However, even these two projects state their objectives in such broad terms that it would be difficult to measure the degree of their success. Even where project materials only imply affective objectives, they are usually consistent with the author's views or rationale.

Though much of the affective content was difficult to locate in most of the projects, the following is a brief summary that will attempt to state each project's position. In the ACP materials the affective content was found in the subject matter of the discipline of anthropology. MACOS dealt with affective content in terms of value systems as they relate to man's need for social order in his struggle for survival against the natural elements. The activities in MATCH could be used to explore affective issues. PSS specifically stated some general affective objectives which covered such broad topics as the dignity of man. The affective content of ACSP was taken from the discipline of anthropology, and some of the cultural content dealt with affective issues. The HSGP unit on culture was more directly concerned with affective issues as it attempted to get students to understand the influence of attitudes in man's behavior. Thus the projects in this study all directly or indirectly dealt with affective issues or had the potential to deal with such issues. Actually only PSS and HSGP seem really concerned with affective content in an explicit approach.

Thus while each author's view on affective issues was reflected directly or indirectly in project materials

all of the projects were based upon a discipline which is concerned with affective issues. The affective concerns of anthropology were found in the project materials in the following ways. ACP used affective concepts of anthropology as they pertained to mans' activities in developing language, concepts of race differences, and social structures. MACOS used some of the affective content of anthropology in its study of mans' relationship with the natural surroundings and his organized social order working in groups to meet his daily needs. The artifacts and other types of evidence in MATCH included mainly materials of the archaeologist which could be used to make inferences about the value systems of a past culture. PSS used some of the affective concepts of the discipline in order to expose the student to some common elements of human behavior. Perhaps, the most discipline centered project was ACSP. This project used social and cultural value concepts of anthropology to analyze and compare social structures. HSGP used affective content in its cultural unit in order to aid the student in gaining some understanding of man's behavior as he acts toward or against social and physical elements.

None of the anthropology projects or units from projects described any particular attitudes that the child must have before he could successfully handle the material. Nor did any of the projects indicate specific attitude changes that would take place as a result of studying these materials. However, PSS and HSGP, more than the other project materials, encouraged the student to take stands on attitude and value issues.

The following points are considered major findings concerning the question of the social values that underlaid the materials and content of anthropology projects as claimed by project literature:

1. Two projects (PSS and HSGP) made definite value statements or claims for their materials. Other projects contained affective content but in a less direct form than these two projects. None of the projects would claim that their materials were value free.

2. All of the project materials reflected affective content that was of concern to the discipline. These mainly centered around cultural topics.

3. None of the project materials described particular attitudes that the child must have before he could successfully handle the material.

4. . None of the projects in this study indicated specific attitude changes that would result as a consequence of learning its materials.

The projects that attempted to explore value issues were concerned mainly with social conflict and ways of evaluating value issues in an objective way. The content of anthropology is ideally suited as a means of exploring value and social issues because of its emphasis on culture, culture values, and culture change.

What intellectual, scholastic or academic values were claimed by project materials? The project materials analyzed in this study were designed for the "average" student. None of the authors or producers made claims that would indicate that their materials were better or would lead to a greater amount of learning than more traditional materials. However, it could be argued that the multi-media approach of many of these materials added a variety of learning materials to the curriculum resources of the teacher. The simple fact remains that before these project materials emerged during the 1960's and early 1970's anthropology curriculum materials were not widely available for any grade level in the public schools. Thus the issue is not whether anthropology

project curriculum materials are better than traditional anthropology materials (since there were none) but which cognitive style and approach is more suitable. No project analyzed in this study made specific intellectual scholastic, or academic value claims for its materials. However, many other writers made such claims as seen in Chapter III, the Review of the Literature. This question then remains unanswered except in terms of cognitive styles as described in the CMAS. The following sections of the CMAS were used to describe the cognitive styles of the project materials. They included: 2.21, 2.32, 2.4, 2.41, 2.42, 3.1, 3.11, 3.12, 4.22, and 5.12.

All of the projects in this study stressed the scientific method to some extent. ACP and ACSP placed their emphasis on the scientific approach found in the methodology of anthropology. MACOS, MATCH, PSS, and HSGP all stressed critical thinking skills which, in the case of PSS, attempted to get students to develop the skills used in hypothesis building or hypothesis testing.

All of the projects were based on an implied or stated view of the nature of knowledge. They also indicated or implied how knowledge could best be transmitted to the student. This was reflected in the cognitive

objectives found in the teacher and/or student materials of each project. However, there was no general agreement as to how learning would best take place or how that knowledge was best transmitted to the student. ACP materials were based on a far different learning model than MACOS, MATCH, PSS, and HSGP. The latter projects stressed the process of critical thinking while ACP stressed the need for a factual base. ACSP and MATCH are similar to ACP in their anthropological approach while MACOS, PSS, and HSGP use more of a multi-disciplinary approach which is concerned with structures and process of learning rather than with the content and methodology of anthropology. Emphasis on factual data tends to reflect the difference between the disciplinary approach of some projects and the interdisciplinary approach of others. Thus some projects rated higher on Bloom's taxonomy than others. ACP stands alone in its great emphasis on memorization of factual data.

Another basic cognitive difference between projects was found in their classification according to social science and social studies categories. ACP, MATCH, ACSP, and HSGP were classified as social science projects. The definitional differences were

stated in Chapter III as set forth by Shirley Engle, the basic difference being that social studies draws its content from the social sciences which is used for more general purposes in combination with other content from other disciplines.

The way project authors viewed their discipline was also reflected in their materials. ACP stressed the discipline of anthropology, its content and methodology. MACOS drew heavily from the field of anthropology, but its goal was not to teach the discipline of anthropology as much as it was to develop within the student some basic understandings for the nature of man. MATCH is similar to ACP in that the students learn how an archaeologist works. PSS, on the other hand, took its materials from many fields of study in order to make students aware of the reasons for differences between cultures. ACSP used the discipline of anthropology, its content and methodology. Students learned the methods, materials, and general theoretical concepts of anthropology and in this course they "wore the hat" of the anthropologist. HSGP was more concerned with developing techniques of critical thinking than teaching the discipline, but it did concentrate quite heavily on some very basic cultural concepts.

Another distinguishing characteristic of the project materials was its pattern of learning processes which were designed into the materials in order to achieve some of the basic goals of the materials. ACP used a deductive approach and stressed the learning of terminology in a sequential pattern that reinforced the basic concepts of the material as the student proceeded through the grades. MACOS used an inquiry-discovery model which was aimed at teaching students to form basic concepts and generalizations about the relationship of man to his natural environment. The discovery model of MATCH attempted to help students learn some concepts about a past civilization through a non-verbal media. The inquiry-discovery model of PSS attempted to teach some basic skills in hypothesis formation as students studied various families of man. ACSP used the inquiry methods of the discipline as students dealt with the type of materials and basic concepts that might be found in any introductory course in anthropology at the freshmen level at the university.

The way the cognitive content was organized varied greatly from project to project. ACP materials contained daily lessons that guided the student in learning the

fundamental terminology and vocabulary of anthropology
This project repeated the same concepts but in a somewhat more complex form as the student moved through the grades.

MACOS was organized so that the child began the course by studying some lower forms of animal life and moved from there to some higher forms of life with more complex social orders and from there to the study of man. This project attempted to get students to realize the place of man in the natural order of things as it shows mans' adaptive powers in meeting his daily needs.

MATCH organized the class into teams in which the students were assigned specific responsibilities that related to the piecing together of a past culture. The teams met as a class once this work was completed and the class completed the exercise. Again a non-verbal approach was used in developing some of the basic concepts and methods used by the archaeologist.

The unit materials provided by PSS came in self contained kit form. The students began their study of man from a cultural viewpoint. Each kit in the primary materials presented the students with a different cultural setting.

The four units provided by ACSP started out with a foundation unit which was aimed at training the student

to recognize patterns of human behavior. These skills were especially important in the three units that followed the first one.

Finally, each lesson in HSGP's unit on culture stressed a separate basic and important concept that is needed by the student in understanding how cultures change.

The cognitive style of each of the project materials was unique. In fact, many of the projects were not really comparable because their goals were different and they varied so much in grade level. It must also be remembered that each project was designed for different grade levels and for different purposes. However, those who are interested in adopting any of these materials would do well to consider some of the basic cognitive differences between project materials.

The following points are considered major findings concerning the question of intellectual, scholastic or academic values that were claimed by project materials:

1. None of the projects made cognitive claims for their materials other than that they were learnable and students would be expected to achieve as much if not more than with present social studies materials.

2. All of the project materials in this study were designed for the average student.

3. All of the projects stressed the value of basic scientific skills in their approach to anthropology material.

4. The projects all contained stated or implied theories on the nature of knowledge and how it was best transmitted to the student.

5. Project materials could be divided into two categories, those that were discipline oriented and took a social science approach and those which were interdisciplinary or had a social studies approach.

6. Projects could be classified by their learning process patterns. ACP stood alone with its deductive approach while the other projects contained some type of inquiry-discovery approach.

7. The form and organization of the material often reflected a theory of learning. ACP stressed the learning of lists of terminology while the other projects were concerned with concepts and generalizations.

It is interesting to note that none of the projects claimed extravagant cognitive results. They tended to justify their approach to learning the subject matter on

philosophic or theoretical grounds which would be difficult to measure in terms of cognitive growth. Comparing projects would be difficult because the authors would probably not agree on what should be measured and compared. Those who would adopt these materials would do well to consider philosophic and theoretical positions of the producers, as well as claims for cognitive growth.

What did the producers of projects and units claim as learning, philosophical, or theoretical models in the writing of their materials? It was found that many project writers failed to clearly state the philosophical or theoretical position upon which their materials were based. However, after careful examination of the project materials some philosophical or theoretical positions could be identified. The following sections of the CMAS were helpful: 4.1, 4.2, 4.3, 4.4 and 4.41.

The learning theory of project materials was often found in literature on the project and/or was reflected in the project materials. The authors of ACP materials used some of the learning theories of Ausubel who was cited earlier in this study. According to Ausubel, words are abstract symbols which can be used to sort and

organize incoming information. Thus the use of the vocabulary and terminology of the discipline goes beyond just memory of fact. The learning of vocabulary and terminology of the discipline is believed to help the child organize or categorize new information pertaining to that discipline.

Jerome Bruner was often mentioned in regard to the learning theory that was found in MACOS. Bruner was cited for his emphasis on teaching the child the fundamental structure of the discipline. Knowledge of the structure of the discipline could be used in organizing new information and will later serve the child in making intuitive grasps of the subject matter.

The only learning theory found in MATCH was in connection with the project's non-verbal approach to learning. The whole strategy of the unit from this project centered on a non-verbal concept.

PSS did not offer a clear statement on learning theory, however, its rationale and overview included some insights into what could be considered philosophical and theoretical foundations. The writings of Bruner and Piaget may also have influenced these materials. The entire K through 12 project also attempted to account

for the important curriculum considerations which included scope, continuity, integration, and sequence.

ACSP did not state a particular learning theory. However, the materials did lead the student from the known to the unknown which is just the type of thing that Bruner would consider essential to an intuitive grasp of the subject matter. Essentially this project presents nothing new in learning theory but follows the more traditional lines of academic media.

Both the influences of Bruner and Piaget may be seen in the materials produced by HSGP. The materials encourage the students to form concepts from the data presented and go on to form some generalizations along the lines that Bruner has stressed.

Many of the above mentioned philosophical and theoretical issues were also found in the instructional theory of each project. ACP literature included statements by project workers who lauded the use of discipline terminology and vocabulary. These anthropology terms were deliberately introduced to the student at an early age in order that he might use these terms when organizing or interpreting anthropology content.

MACOS stressed that the student was capable of learning their materials even though they were based

upon some complex concepts. The materials do not avoid the learning of basic factual data as the authors feel that such knowledge is essential in developing concepts and generalizations.

MATCH contained "things" and avoided printed media. Objects became the media through which learning was to take place. The project authors avoided verbal symbols and substituted models, artifacts, filmstrips, cards, and other physical things that the students were asked to manipulate.

The materials in the PSS unit were designed to encourage students to find some things out for themselves. The project authors stated that students must learn to use their own intellectual powers. Daily concepts were provided but the solutions to problems and the answers to questions were left to student reasoning.

ACSP authors stressed the use concept for their materials. How the materials are used is determined by the educational setting and the goals of the teacher. Thus, the project has provided the materials for the schools, teachers, and students to be used in a variety of ways.

The materials produced by HSGP were motivated in part by a desire to change how geography was taught in the public schools. The traditional courses relied heavily on factual knowledge acquired through memory techniques. This project hoped to change geography courses to inquiry methods in which the student could become an active participant in the learning process.

Another area where philosophical and/or theoretical issues became apparent was in statements made by project authors or workers when justifying the use of the strategies for reaching educational goals. ACP justified their use of terminology by claiming that it was necessary in order for the student to gain mastery of the concept system of the discipline. MACOS producers justified their approach in order to give students confidence in the power of their own mental abilities. MATCH authors wanted to provide the student and teacher with an alternative to verbal centered materials. PSS materials stated that inquiry skills were essential to those who live and participate in a democratic society. ACSP justified their approach by claiming that their materials would aid the student in assessing man and his works in a variety of settings. Finally, HSGP stated

that they wanted to change the methods of traditional geography courses and equip the student with the skills of critical thinking.

All of the project materials in this study were based on some philosophical or theoretical beliefs. Clear statements, however, were often difficult to find and sometimes author's positions had to be inferred from their materials. In spite of this, the materials offer a variety of approaches to learning and they are all worthy of careful consideration by those who are interested in anthropology materials.

The following points are considered major conclusions concerning the question of what the producers of projects and units claim as learning, philosophical, or theoretical models in the writing of their materials:

1. Most of the projects in this study failed to clearly state philosophical or theoretical models. EDC materials for Man: A Course of Study may be considered an exception in that its materials were based on the theories of Bruner who also helped to direct their production. The other projects in this study contained some theoretical and philosophical positions but in a less direct form. In most cases theoretical and philosophical

positions had to be inferred. ACP seemed to use a model similar to what Ausuble described when words were used as abstract symbols in the learning process, which may explain why ACP stressed the use vocabulary and terminology of the discipline. However, Ausuble is not mentioned in project material.

2. To some extent, activities and content of the project materials reflected philosophic and theoretical models. MATCH materials and activities were almost entirely based on objects in place of printed material. They used a non-verbal model.

3. When project authors attempted to justify their strategies and educational goals they sometimes indicated their philosophical and theoretical positions. ACP claimed that by learning the discipline's terminology children would gain mastery of the concept system of the discipline. PSS claimed that inquiry skills were essential to the student in a democratic society. ACSP claimed that their materials would aid the student in assessing man and his works and identifying patterns in human behavior. HSGP wanted to change the way geography was being taught in the public schools and introduce the student to the skills of critical thinking.

Locating or isolating the theoretical or philosophical model in project materials was more difficult than expected. Many of the projects are vague on these issues and anyone seeking this information will need to search the materials as well as position papers that may be available from the projects. EDC was an exceptional project because it was directed and supervised by a person who has written extensively in the area of learning theory.

How were project materials similar to each other as determined by categories set up in the CMAS? The anthropology projects analyzed in this study contain a number of similarities. Many of these similarities could be accounted for in the way they came into existence. All of these projects began in the 1960's as part of a general curriculum reform movement. Great quantities of money had become available so that new curriculum materials, new courses, or in the case of anthropology, new subject matter could be added to the social studies in the public schools. Project centers were established and work was begun on the development of new materials that were often associated with new methodologies for all of the social sciences and history. The CMAS

revealed a wealth of comparative data that showed many similarities between anthropology projects and unit materials. Sections one through seven of the CMAS were used in making observations about the similarities in project materials.

Section 1.0 revealed many dissimilarities because of its emphasis on the physical characteristics of project materials. However, two important similarities were noted. Almost all of the project materials require a sequential ordering in the use of their materials. This was either caused by grade level sequences or by the ordered presentation of the units. However, in some cases, such as PSS, units could be used in a variety of orders. Another similarity was that only one project, ACP, provided test materials that were to be used with the course materials. Many projects apparently have avoided including test materials to prevent teachers from becoming too rigid in their use of the materials.

Section 2.0 entitled "Rationale and Objectives" concentrated on the views of project authors regarding their attitudes toward society and its relationship to the individual. Few, if any, project writers in this study commented on this type of concern. One of the

interesting similarities of projects in this study was that none of the authors specifically stated what the goals or purposes of our society should be. PSS did mention the role of education and society in their pamphlet on rationale and overview which was included in their project materials. None of the projects mentioned the relationship between society and man except in an anthropology context. Another similarity between projects in this study was that none of the projects stressed psychomotor objectives or skills. In fact, none of the projects required difficult or unusual psychomotor activities.

Section 3.0 showed that all of the projects in this study stressed the cognitive goals over affective consideration. Some of the projects did very little with affective issues while others did more; however, in no project did the affective issues become the dominant theme of the material.

Section 4.0 revealed that all of these projects were based upon explicit or implicit learning theories and strategies. None of the projects in this study gave detailed descriptive information on how learning theories were executed such as stimuli-response-reinforcement

sequences or shaping techniques.- However, such things as lesson plans and student activities recommended ways to proceed with the materials in all of the projects. All of these projects were designed for students at a particular grade level although most project authors acknowledged that their materials could be used with students at other grade levels.

Section 5.0 showed that the project materials analyzed in this study were designed for general use throughout the country with students of all types of backgrounds and ability levels. None of the project materials required students to have any special preparation or particular attitudes before working with the materials. Teachers did not need any special preparation in the discipline or in school experiences in order to teach the materials. The materials were adaptable to all types of communities regardless of economic, occupational, or political orientation. Only the normal types of equipment found in most schools were required and the materials were adaptable to all types of physical plants. All of the materials could be worked into existing social studies curriculums and no special materials beyond the project materials were needed to teach these units and courses.

In section 6.0 it became apparent that all of the projects in this study either completed an evaluation program or were in the process of evaluating their materials. The final published materials of the projects reflected a great amount of consistency with original stated goals. Most of the evaluative data completed on the project materials were carried out by project personnel or someone connected with the project. It might have been better to have had evaluations by independent researchers who could make comparative studies with other materials in order to assess their learnability.

Section 7.0 revealed that all of the projects in this study were sponsored by non-profit organizations or agencies who were interested in improving and/or changing the way social sciences were being taught in the public schools. All of the projects in this study began in the 1960's and all of them were funded by agencies of the federal government. All of the projects in this study (perhaps with the exception of ACP) produced multi-media materials. Before final publication all of the materials had undergone some form of field testing.

The anthropology projects contained a number of similarities. It appeared that the period of project

writing as defined in this study had drawn to a close. The impact of these materials is not yet known, however, it can be pointed out that the traditional textbook publishers are beginning to market their own multi-media materials patterned after some of the project materials that pioneered this approach.

The following points are considered major findings concerning the question of how project materials were similar to each other as determined by categories set up in the CMAS:

1. All six projects in the study began in the 1960's and were considered part of the "new social studies" movement.
2. Almost all of the project materials required a sequential order in the use of project materials.
3. None of the projects provided test materials over their courses and units with the exception of ACP.
4. None of the project materials contained statements about the goals of society and few commented on the relationship between man and society except in anthropological terms.
5. None of these materials contained psychomotor objectives or activities for students.

6. All of the projects stressed cognitive objectives and goals over affective considerations.

7. None of the projects in this study gave detailed descriptive information on how learning theory was executed within the materials. However, teachers' guides and student activities often recommended ways to proceed with the material.

8. All of the project materials were designated for particular grade levels but it was generally recognized that these designations were not considered rigid.

9. The materials were all designed for use throughout the nation.

10. All of the materials were adaptable to normal classroom use without need for special equipment or facilities.

11. All of the projects attempted some form of evaluation but there was no consistency in method or procedure.

12. Evaluation was almost always carried out by project personnel.

13. All of these projects were funded to some extent by non-profit organizations as well as federal agencies and almost all of them were connected with a university (MATCH was an exception).

Projects bore a great many similarities. All of them existed because of the policies of the federal government during the 1960's. In general, most of them were attempting to create materials for the public schools based upon new concepts and learning theories that were established after World War II. However, the original ideas for these projects may be traced back to Dewey and the progressive era. ACP seems to stand as an antithesis to the other projects in this study.

How are project materials dissimilar from each other as determined by categories set up by the CMAS?

The CMAS revealed that there were great differences between project materials. This would naturally follow since the materials were developed by different personnel for different grade levels. These projects emphasized different aspects within the anthropology discipline, and they were produced with different purposes in mind based upon different sets of criteria. Most of the questions in the CMAS noted differences between the projects to some degree, however, only fundamental or striking differences will be noted here. Sections one through seven of the CMAS were used in regard to these differences.

One of the most striking differences between projects was that while almost all of the projects were based upon the "new social studies" and/or theories of learning which exalted the use of inquiry or critical thinking, ACP constructed their materials around a traditional approach to learning which may have been rooted in the common practices of the 19th century which was indeed striking if not counter-revolutionary in comparison to the other project materials in this study. The ACP approach was not considered "wrong" but perhaps unusual when compared to some of the other materials.

Most of the materials in this study contained some very basic differences. One of these differences was what could be called grade-level differences. It has been shown that much of the materials in this study were designed for grades in the elementary school. One striking fact was that four of the six projects were developed for grades one through seven. The four included ACP, MACOS, MATCH, and PSS (which will also produce materials for the secondary level). ACP has also produced supplemental units for secondary use though their main concern is with the elementary grades. Only ACSP and HSGP produced materials entirely for the

secondary level and only one of HSGP units was considered anthropological. ACSP materials are designed as a 16 week course in anthropology. Thus, while there were adequate materials for the elementary grades, the junior and senior high grades were provided with far fewer offerings. Perhaps this will be remedied by new materials being produced by the "traditional" textbook publishers who have begun developing multi-media materials. It is assumed that more materials would be welcomed for the secondary grades.

Final published materials from the projects were all quite different. Most of the projects published their printed materials in soft cover form though MACOS and PSS included specially selected hard bound reading and resource books with their materials. ACP materials contained mimeographed pages. Most of the projects contained a variety of multi-media materials, with the exception of ACP which offered only a few non-printed materials.

The costs of project materials differed considerably, although costs reflected not only the quantity and variety of materials but also the general quality of the project. None of the projects in this study were

considered extravagantly expensive. However, MACOS materials are very expensive because of the large number of films for the course. A school district considering the purchase of any of these projects should consider how it could best circulate and control the use of materials. ACP was relatively inexpensive in comparison to some of the other projects but the physical structure and form of their materials lacked pictorial and graphic illustrations as well as color. Its materials were generally less attractive. Schools need to consider many factors when considering costs. These cost factors would include: use and replacement, breakage, teacher and class use through circulation of materials, desirability of multi-media materials over a single text and theoretical and philosophical approach included in the methods of the materials.

The relationship between teacher and student or the role of the teacher and student differed to some degree depending on the project. ACP was the most teacher centered type of material in this study. MATCH materials called for extensive use of student teams. Most of the other projects contained a variety of student activities that required some form of student reasoning

or role playing while not ignoring the need for the teacher's aid in developing a basic body of knowledge which is essential in the inquiry process.

These projects contained a variety of learning theories which included a non-verbal approach in the MATCH materials, inquiry approach in MACOS, PSS, and HSGP. Both ACP and ACSP made extensive use of the "traditional" approach in teaching anthropology. Motivation for learning the materials also depended on the type of learning theory incorporated into the materials. "Traditional" courses relied on the initiative of the teacher while the inquiry types of materials relied more on the nature of the materials and the hope that students would naturally become involved.

The projects in this study emphasized one or more of the fields of anthropology (cultural, physical, archaeology or linguistics). HSGP and MACOS were mainly concerned with culture. ACP included materials on culture, physical anthropology, and linguistics. ACSP included some elements from all four fields. PSS contained mainly cultural considerations. MATCH was considered entirely archaeological. Thus the projects with just cultural considerations related best to the social

studies, those projects with physical considerations related to both the social studies and the natural sciences, and materials with linguistic content related to language arts. Archaeology related to the social studies and to some extent it also related to the natural sciences.

The types of evaluative data varied widely from project to project. This was one area where there was no uniformity. Some projects carried out either experimental or quasi-experimental evaluations while others used interview or survey techniques. Much of the evaluative data was considered incomplete. Comparisons of project materials were not done and making comparisons from the data provided proved to be of no practical value.

The projects were all developed under different conditions and circumstances. Project personnel were either from public education or from the academic professions (such as anthropology or geography). Most of the projects were developed in connection with a university. MATCH was developed by a museum and MACOS was developed in close connection with academic centers.

These projects all contained unique and different characteristics. Most of these differences were due to

theory, purpose, or grade level. Though most of these projects had closed by 1972, schools were just beginning to become aware of these new materials.

The following points are considered major findings concerning the question of how project materials were dissimilar from each other as determined by categories set up by the CMAS:

1. Five of the projects were based upon the "new social studies" and/or theories of learning which exalted the use of inquiry or critical thinking. ACP materials emphasized the learning of vocabulary and terminology of anthropology that seemed counter to all of the theories of the "new social studies" movement.

2. The materials were designated for a great variety of grade levels. The bulk of the material was designed for the elementary grades.

3. The materials in their final form varied greatly between projects. Two projects, MATCH and PSS, were available in kit form. ACP materials were available in mimeographed paperback form. EDC (MACOS) materials included a wide variety of pamphlets and films. ACSP materials were available in four unit boxes, and HSGP also came in unit box form.

4. Costs of the materials varied widely. Costs tended to reflect the quantity, variety, and quality of the product. Many factors should be considered when costs are involved. They include: replacement, breakage, the number of teachers who can share the materials, the strategy of the materials, and the variety of types of materials included in the product.

5. The materials either emphasized one area of anthropology or a combination of some or all of the four areas of anthropology. Generally, cultural subjects dominated the materials, however, there were separate units and courses on all four areas.

6. Evaluative data were considerably different from project to project, mainly because each project used different criteria and procedures for evaluating its material. No comparative data were available.

7. Projects were developed by different teams of personnel. Some projects were developed by educators while others were developed by academic specialists.

Differences in project materials tend to offer the teacher a wider variety of materials to choose from when considering purchasing or piloting project materials. However, this choice is severely limited by the quantity

of materials available at this time for public school use in anthropology.

Were project materials accurate and representative of anthropological content and methodology? The course and unit materials from the six selected projects were submitted to a panel of five anthropologists. This panel was selected on the basis of their specialties within the discipline. Once project materials were determined according to the four areas of anthropology they were distributed to anthropologists who had interests in that area. In some cases one anthropologist rated an entire unit or course, in other cases the units from a course were divided among two or more anthropologists. The anthropologists examined the materials and completed a questionnaire that called for their judgmental ratings of each set of materials.

In general the project materials were found to be error free and the materials mainly dealt with topics that were considered appropriate for teaching anthropology in the public schools. The anthropologists made some specific and general comments about the materials. The specific comments involved technical or specific items of information to which the anthropologists took

exception. Specific comments were included in the appendices. The general comments were of a summary nature and applied to the project unit or course materials as a whole. The general comments were included in Chapter V of this study.

ACP was examined by a physical anthropologist, a cultural anthropologist, and a linguistic specialist. These anthropologists raised some questions about the accuracy and representativeness of some of the projects materials. In some cases the anthropologists also took exception to the project's approach to teaching anthropology. In general, this project was considered quite poor in comparison to some other project materials.

EDC materials for the course Man: A Course of Study were examined by a cultural anthropologist. The materials were rated highly accurate or error free and were considered very appropriate for teaching anthropology to elementary students. The anthropologist felt that the films could be a welcome part of the college curriculum. Some comments were made on the consistency of emphasis, but this was considered minor considering the overall quality of the course.

The MATCH unit "A House of Ancient Greece: was examined by an archaeologist. In general the materials were error free and appropriate materials for teaching anthropology at the elementary level. The archaeologist was especially pleased with this unit because of its archaeological approach.

The PSS unit (or kit) materials "Hopi Indian Family" were examined and rated by an archaeologist. The materials were determined to be error free and appropriate as anthropology materials at the primary level. The archaeologist did indicate that there was some confusion in the filmstrips, but this was not considered to be a serious error. In general it was concluded that the material was very good as material for the first grade level.

ACSP materials were examined by two cultural anthropologists and a physical anthropologist. The overall ratings indicated that the materials were generally error free and represented topics of concern to anthropologists. However, a number of specific comments were made especially by the physical anthropologist who considered some items inaccurate or misleading. The consensus of opinion of the anthropologists, however,

indicated that the materials were very well done and of very good quality.

HSGP unit, "The Geography of Culture Change," was examined by a cultural anthropologist. The materials were determined to be generally error free and appropriate as anthropological materials for the secondary level. The anthropologist took exception, however, to some of the broad concepts presented in the material. He noted that there is some disagreement in the profession over some of the basic ideas presented in the material. It was feared that in one case the material may lead the student to blindly accept a generalization that may not be entirely founded in fact.

On the whole, the materials were considered accurate and representative of the discipline. There were, however, a few specific and general exceptions to some of the material. The reaction of the anthropologists did not vary widely, and when two or three anthropologists examined separate parts of the same course which they had worked on independently, it was found that their conclusions were surprisingly similar. The anthropologists often expressed a preference for some materials while in another situation they expressed a general disapproval for parts of the materials.

The following points are considered major findings concerning the question of the accuracy and representativeness of anthropological content and methodology:

1. Generally the project materials were found to be accurate and representative of the discipline of anthropology.

2. Anthropologists took more exceptions to the ACP materials than any other project material in this study. Not only were there exceptions to accuracy but also to the quality of the material and the manner in which the discipline was introduced into the elementary schools.

3. EDC (MACOS) was considered of excellent quality besides being generally error free. The anthropologists felt that this project did an exceptionally fine job of introducing the materials to public school children.

4. MATCH was rated as excellent by an archaeologist who stated that this material was ideal for introducing public school children to the study of archaeology.

5. PSS was well accepted with the exception of a few minor errors.

6. ACSP was considered very good, however, several exceptions were made to some of the material.

It is surprising to note that anthropologist reaction to these materials was not as positive as it might have been since these materials were extensively discipline oriented and sponsored by the American Anthropological Association.

7. The unit material from HSGP was considered accurate and representative, however, some exceptions were made to some of the broad generalizations within the unit. In general the quality was considered very good.

The accuracy and representativeness of the materials were considered very good. However, the anthropologists indicated a definite preference for some materials over others. Preferences were in some cases for discipline oriented materials while in other cases they were for materials that were more of a general or interdisciplinary nature.

CHAPTER VII

REVIEW, CONCLUSIONS, AND RECOMMENDATIONS OF THE STUDY

The concluding chapter of this study is comprised of three parts. Part one contains a general review of the problem, questions, the design of the dissertation, and the procedures used in the study. Part two presents the conclusions which are based on the major findings of the study. The conclusions are organized into broad topic areas. The third part of the chapter presents the recommendations which are made as a result of this investigation.

REVIEW OF THE PROBLEM, QUESTIONS, DESIGN, AND PROCEDURES OF THE STUDY

In the past, anthropology has not been part of the social studies curriculum. However, in recent years, curriculum writers have begun to consider the potential of anthropology for the public schools' social studies curriculum. During the 1960's, a "new social studies" movement, financed mainly by the federal government and

some private non-profit organizations, made possible the establishment of centers where curriculum projects developed new materials for the public schools. Great quantities of new social studies materials have become available.

A number of these projects offered entire courses or units emphasizing anthropology. As a result of this work, public school personnel now have materials available for the teaching of anthropology. Teachers and curriculum supervisors are faced with the decision of whether or not to incorporate anthropology into their curricula. Thus, the problem of this study was the examination of selected materials for the teaching of anthropology in the public schools according to their characteristics--subject content, rationale and objectives, content, theory and strategies, antecedent conditions, evaluation, background of materials development--and the determination of the accuracy and representativeness of these anthropology materials. Materials were selected according to definitions and limitations established in the study.

The following are the hypothetical and general questions considered in the study.

Hypothetical Questions of the Study

1. Do anthropology project materials have a potential as a unifying force within the social studies?
2. Are anthropological content and methodology adaptable to learning levels within the public schools?
3. Do the projects' materials have characteristics in common which determine how anthropology would be taught in the public schools when and if it was accepted as part of the curriculum?

General Questions of the Study

1. What curriculum projects in anthropology had prepared materials for use on a national level?
2. What qualifications or special training did teachers involved in teaching project materials need as stated by project criteria?
3. What social values underlaid the materials and content of anthropology projects as claimed by project literature?
4. What intellectual, scholastic, or academic values were claimed by project materials?
5. What did the producers of curriculum projects and units claim as learning, philosophical, or theoretical models?

6. What types of emphases were included in materials in anthropology units and courses offered in the public schools (e.g., cultural, physical, others)?

7. How did public school materials in anthropology reflect divisions within the discipline of anthropology at the professional levels?

8. Were project materials accurate and representative of anthropological content and methodology?

9. How were project materials similar to and dissimilar from each other as determined by categories set by the revised Curriculum Materials Analysis System?

10. How useful was the Curriculum Materials Analysis System as a comparative analysis system?

The design of the study involved the selection of materials which would be analyzed in the dissertation. Directories and indexes were used, as well as the resources listed and described by Educational Resources Information Center Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS). Most of the project materials selected for analysis were available from the curriculum library of the Social Science Education Consortium (SSEC). The units and courses selected for analysis were from the following projects:

1. Anthropology Curriculum Study Project--all available materials.
2. Materials and Activities for Teachers and Children--"A House of Ancient Greece."
3. Minnesota Social Studies Curriculum Project--"Hopi Indian Family" and "Ashanti Family of Ghana."
4. Anthropology Curriculum Project--all available materials.
5. Education Development Center--Man: A Course of Study.
6. High School Geography Project--"The Geography of Culture Change."

The analysis instrument used in analyzing project materials was the Curriculum Materials Analysis System (Long Form), Social Science Education Consortium publication #143. This instrument was designed as a means of extracting the essential characteristics from projects. The procedure for determining the accuracy and representativeness of the materials from an anthropological content point of view involved the use of a panel of five anthropologists. The anthropologists who agreed to serve on this panel were all members of the Department of Anthropology at the University of Colorado. The panel included

members who had specialties from one of the four areas of anthropology which included: cultural anthropology, physical anthropology, archaeology, and linguistics. The members of the panel examined the course and unit materials which were assigned to them according to their interests and background. The anthropologists examined and rated the materials on a questionnaire which was especially constructed for this purpose.

CONCLUSIONS OF THE STUDY

The conclusions of the study have been grouped under eight broad topics. These conclusions are drawn from the findings which were presented in Chapter VI. The following conclusions of the study are listed under the eight broad themes below.

Immediate Implications of Anthropology for the Schools

1. The impact of anthropology on the public schools should be immediately felt since the materials that were produced during the last decade are now being marketed and schools are being exposed to new available courses and units in anthropology.

2. Anthropology project content and methodology can be immediately adopted into the existing social studies curriculum structures without causing them to be greatly modified.

3. Anthropology project material can be used in all types of schools regardless of physical setting since no special equipment or facilities other than tables are required.

4. Anthropology materials offered to schools are of two types, discipline centered materials and the broader, interdisciplinary materials. Teachers considering teaching anthropology may have to choose between these two types of materials.

5. Because some anthropology materials contain a great variety of media, these materials will cost more than traditional classroom texts.

6. The elementary grades will be more influenced by anthropology project materials than secondary grades since the bulk of the projects are concentrated at the elementary level.

7. Since project authors concentrated their efforts mainly on developing materials for cultural anthropology and archaeology, public school teachers will

most likely stress these two areas of the discipline when courses are first introduced.

8. Some anthropology materials may be the most expensive curriculum materials ever developed in light of the money spent on the projects, the number of years that have gone into their development, and the quantity of materials produced.

Project Materials and Their Implications for Teachers

1. These new materials may affect teaching methods in that such factors as classroom noise levels, student responsibility, and the introduction of a variety of activities may require more flexible classroom procedures.

2. The utilization of these new project materials is not restricted to types of teachers or specific geographic settings.

3. In the marketing of their materials, project authors generally fail to identify characteristics needed by teachers in order to successfully use their materials.

4. Project authors attempt to offset inadequate teacher preparation by providing background materials and writing detailed teacher's guides.

5. Project materials are usually less teacher-centered than are the more traditional text materials.

Anthropology and Its Implications for the Curriculum

1. Anthropology has the potential for becoming the central core of the social studies curriculum.

2. Anthropology contains characteristics that could be the basis for reorganizing the entire school curriculum.

3. Because of its methodology, anthropology is more compatible with the other social sciences than is history.

4. Anthropology may provide a natural bridge between other academic disciplines, which could offer schools an interdisciplinary curriculum.

5. The activity potential of anthropology may be greater than that of many of the other social sciences and history. Anthropology includes the potential of developing laboratory types of activities, and it is well suited for making use of community resources.

6. The avocational potential of anthropology appears to be as great as the potential of the other social sciences.

Anthropology Materials and Cognitive Considerations

1. Most anthropology project materials stress skills in terms of inquiry and of critical thinking.
2. The relationship between cognitive and affective aspects seems to be adequate in most project materials.
3. Students of average learning ability will have no difficulty in learning from most anthropology project materials.
4. Anthropology materials can be used in grades other than the ones for which they are designated.
5. If sequential patterns in most of the project materials are violated, the materials will lose much of their effectiveness.
6. The formation of both concepts and generalizations is the essential goal of most anthropology curriculum materials.
7. There is less emphasis on printed media in most of the anthropology curriculum materials than in traditional types of materials.
8. Understanding the project author's philosophic and theoretical positions is key to understanding the strategy of his project materials.

Anthropology Project Materials and Value Issues

1. Prior attitudes or commitments to particular values on the part of students or teachers is not required in order for them to be successful with anthropology project materials.
2. Specific attitude or value changes can not be claimed as a consequence of working with or learning from these project materials.
3. All of the anthropology project materials can be used to get students to examine the values and attitudes of other cultures in order to gain perspective of their own culture.
4. Anthropology project materials can be used to encourage serious and scientific examination of value issues through a comparative study of man.
5. Anthropology project materials do not prescribe goals for society. However, most of the project materials seem to be designed for students living in a democratic society.

Evaluation and Anthropology Curriculum Materials

1. Comparing anthropology materials on the basis of their evaluative data is not meaningful because of the lack of uniform procedures.

2. If field testing results reported in most studies are reliable, positive results with most of these materials can be expected in the classroom.

3. Because evaluative data were collected mainly by project personnel, their validity may be questionable.

4. The same procedures for evaluating these curriculum materials were not used by project authors.

5. Evaluative data often reflected the special concerns of the project author.

6. An important advantage of most project materials over traditional text materials is that most of the final published materials of projects have been modified after first being taught in the classroom.

Accuracy and Representativeness of Anthropology Project Material

1. Anthropology materials available to public schools are accurate and representative of the discipline of anthropology.

2. Teachers can expect that all of the anthropology materials being offered to the public schools will contain some minor discrepancies as noted in Chapter V and Appendix D.

3. Anthropologists do not agree on the importance and validity of the concepts and generalizations presented in the curriculum project materials.

4. Professional anthropologists prefer some types of materials over others, but these preferences are not consistent from one anthropologist to the next.

5. The anthropologists on the panel were generally satisfied with the anthropology curriculum materials and supported the introduction of the discipline into the schools.

6. The anthropologists' concern for curriculum materials extended into the realm of methods as well as content.

Curriculum Analysis and Its Implications for the Public Schools

1. Curriculum analysis systems are based on judgmental decisions.

2. A more practical and valid method for evaluating curriculum materials than the CMAS, may be to pilot the materials in the classroom prior to adopting them.

3. Analysis systems may be more effective than curriculum committees since they examine materials only superficially before adopting them.

4. Curriculum analysis systems tend to be either too superficial to be meaningful or too detailed to be practical.

5. An exhaustive system such as the CMAS (Long Form) will probably not be used by the public school personnel.

6. Curriculum analysis systems are very useful to curriculum writers.

7. The CMAS (Long Form) is adoptable as a comparative system when it is set up in table form.

8. The CMAS (Long Form) needs to be re-edited and revised in order to make it more usable by public school personnel.

RECOMMENDATIONS

The following are recommendations made in regard to the teaching of anthropology and developing anthropology curriculum materials for schools.

1. A survey is needed periodically to obtain current data on the status of anthropology in the schools. It is recommended that this survey be sent to sample districts in all regions of the nation. The results of the survey should be circulated among curriculum

specialists in each state and individuals in education and anthropology who are interested in promoting the discipline in the public schools.

2. The United States Department of Education and the American Anthropology Association need to play a more active role in promoting anthropology in the public schools. Funds should be earmarked for the development of anthropology education and should be used to continue the development of materials and courses for the public schools.

3. Universities, colleges, and public schools need to become concerned with education programs to prepare teachers to teach anthropology.

4. School districts that initiate anthropology courses should seek to hire teachers who have had adequate preparation in anthropology in order to upgrade the initial entry of the discipline into the curriculum.

5. Colleges and universities need to evaluate their own programs for preparing teachers in anthropology for the public schools. Colleges and universities should become aware of public school programs in anthropology in order to keep their own programs current and meaningful.

6. Funds should become available to universities and public school districts which are willing to continue the development of anthropology curriculum materials. School districts that are willing to experiment with curriculum reorganizations using anthropology in a variety of ways should be supported.

7. School districts should pilot anthropology curriculum materials before adopting them in their curricula. Initial selection of materials should be done with care.

8. Professional anthropologists need to develop and strengthen their contacts with professional educators in order to promote the discipline within the public schools.

9. Curriculum writers who produce anthropology units and courses need to more clearly state their philosophical and learning theories so that those who would teach their materials would have better insights into their instructional strategies.

10. Extensive work needs to be done in the social studies to unify evaluative procedures for curriculum materials. Reliable independent agents should be available to curriculum writers in order to achieve more professional evaluative results. The National Council of

Social Studies could aid in this type of an endeavor.

11. Curriculum writers should consider the potential of a general school curriculum which is anthropologically centered. Man and his activities could be the central theme of such a curriculum.

12. Secondary schools should consider the potential of anthropology as an interdisciplinary course. This course could be taught interdepartmentally and could be used as one means to establish stronger cross departmental communications and relationships.

13. Teachers who write course outlines or develop courses in anthropology should make every effort to circulate their work and its result among others in their region.

14. Workshops, in-service programs, visitations, and journal articles could all be helpful ways whereby anthropology and its potential could be called to the attention of curriculum specialists, teachers, and curriculum writers.

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APPENDICES

APPENDIX A

CURRICULUM MATERIALS ANALYSIS SYSTEM

(LONG FORM)

CURRICULUM MATERIALS
ANALYSIS SYSTEM

Revised May 1971

Long Form

SSEC Publication #143

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The revision of the Curriculum Materials Analysis System reported herein was performed pursuant to grants from the National Science Foundation and the United States Department of Health, Education and Welfare, Office of Education.

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INTRODUCTION

Summary

In December 1969, an award of \$9,655.00 was made by the Health, Education, and Welfare Office of Education in Denver, Colorado to the University of Colorado to assist the Social Science Education Consortium (SSEC) in its study to revise a social studies analysis instrument (Curriculum Materials Analysis System) and to apply it to new social studies curriculum packages. The period of the grant was from January 1, 1970 through September 30, 1970, later extended to April 30, 1971. Dr. Irving Morrisett, Professor of Economics, University of Colorado and Director of the SSEC, was designated as director of the project.

Specifically the following was to be accomplished:

- 1) To draw together the resources and personnel to continue the on-going tasks of critical review and analysis of the CMAS and produce a revised version of the system.
- 2) To analyze a number of the major elementary and secondary curricula, using the Curriculum Materials Analysis System (CMAS) developed by the Social Science Education Consortium.
- 3) To make the completed analyses available for distribution on the basis of the cost of reproduction and handling.

The procedure followed in the completion of this project included making analyses of three social studies curriculum packages using the original Curriculum Materials Analysis System, the critique of these three analyses by a number of SSEC staff members, development of a working paper to be used as a guide for revising the CMAS, revision of the CMAS by the SSEC staff, production of nine analytical reports (CMA's) using the revised CMAS, experimentation with different versions of the revised CMAS and new CMA's, and the development of a final report.

BACKGROUND FOR THE PROJECT

The Problem

In the early and mid 1960's, over 40 social science curriculum projects began work on materials to be included in the school curriculum. The development of these materials was an attempt to upgrade the quantity and quality of social sciences found in the elementary and secondary social studies curriculum. A number of outstanding university scholars, both social scientists and

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educators, participated in this endeavor. At present some innovative publishers have marketed or have plans to market many of the materials developed by these projects.

These curriculum research and reform projects have had two major thrusts. On the one hand, they have been much more strongly oriented to the content of the social sciences than the usual social studies efforts, and competent professional social scientists have been deeply involved in the creation of the new materials. On the other hand, educators participating in the projects have had the time and resources to incorporate in the materials a greater variety of activities and processes reflecting new knowledge about teaching strategies and learning theories than had previously been possible. If the new materials are clearly understood by the educational practitioner, they can have a significant impact upon the teaching of social studies in the nation's schools and upon the students who are educated with the help of these new materials.

As each of these projects comes to a conclusion, this rapidly expanding pool of curriculum materials and ideas makes the job of finding the right combination for a particular school easier and at the same time more difficult. If the school can determine its needs, it may find that a particular curriculum package or combination of packages will fill those needs. However, the job of selection becomes more difficult as the number and types of curricula continue to expand. The problem facing the schools of the nation is how to gain current and relevant information about these materials.

In 1967, in anticipation of the problem just described, a Curriculum Materials Analysis System was developed by Irving Morrisett and W. Williams Stevens, Jr. to facilitate selection, classroom implementation, and modification of new social studies materials as well as to aid teacher training related to the new materials (see appendix A).

Since 1967, the CMAS has aroused considerable interest among educators all over the country. Many thousands of copies, in one form or another, have found their way into the hands of curriculum committee, college classrooms, and other groups and individuals studying curriculum materials and making curriculum decisions. The CMAS has also been used at numerous meetings and in workshop conferences all across the nation and in several foreign countries. As a result, in the past four years curriculum analysts, curriculum innovators, college professors, workshop participants, and users of the CMA's have offered criticisms about the CMAS and have suggested that a major revision of the CMAS

be done as soon as possible to make it more useful for its intended consumers. With the aid of a grant from the Denver Regional Office of the U. S. Office of Education, it was possible to pull together and analyze the experience data gathered by the SSEC, to mobilize the efforts of SSEC staff members to produce a revised CMAS, and to test the new CMAS by applying it to a number of curriculum materials packages.

DESCRIPTION OF ACTIVITIES

Program

The research program which started on January 1, 1970 focused on two major activities: revising the CMAS, and writing nine CMA's some in a variety of versions.

The project was started as the SSEC staff initiated a work program to analyze three curriculum packages (see appendix B). As each was completed, the staff critiqued and made comments on the three CMA's that resulted from the examination of the three curriculum packages.

Criticisms that had accumulated from numerous workshops and institutes where the system was utilized in examining materials, from college persons that had looked at the system and suggested improvements, and from teachers in three Experienced Teacher Fellowship programs that had used the system and made comments about its usefulness were compiled in a working paper by one of the SSEC Staff Associates (see appendix C). This paper was used as a guide for revising the CMAS.

Since the presentation of the "Working Paper For Curriculum Materials Analysis System Revision", April 29, 1970, work on revision of the CMAS has been in the form of a number of all-day work sessions. In preparation for these meetings, staff members wrote and presented position papers, presented suggestions on what each section in the CMAS should contain, and discussed other general and specific matters pertaining to improvement of the CMAS.

The papers and revised sections were submitted to a work group at the SSEC Roundup on June 11, 1970. Persons from three curriculum development projects and two individuals from state universities made up the work group. This group looked at the program the SSEC staff had made in revising the CMAS and offered criticisms and suggestions.

The revision of the CMAS progressed more slowly than the SSEC staff had envisioned it would when the proposal for this project was written. Therefore, in August 1970, arrangements were made with the Denver Regional Office to

extend the time for completion of the project to May 1, 1971.

Upon completion of the revision of the CMAS, the staff initiated a program for analyzing a number of curriculum packages. This activity included a revision of the first three CMA's done by the project staff and an analysis of six additional curriculum packages (see appendix D). This activity was followed by experimentation with different versions of the CMAS resulting in a variety of versions of CMA's (see appendix E).

Procedures for Selection of Materials for Analysis

Since a major function of the Social Science Education Consortium is to keep abreast of social science curriculum developments, the project had no problem with acquiring materials to analyze. Up-to-date information on the current status and available materials of over 150 curriculum projects is available in the resource center of the SSEC. Because of accessibility to such a vast number of materials, the project did have to face the problem of setting criteria for appropriate selections of curriculum packages for analysis purposes.

The criteria established for selection of materials for analysis were:

1. Are they of general interest to educational practitioners?
2. Are they generally available to potential users?
3. Are they complete enough to be used effectively in their present form? (i.e., enough of a K-12 package available to be of interest to potential users?)

Varied Analytical Reports for Different Classes of Users

After doing a number of CMA's with the revised CMAS the project staff realized that a thorough analysis of a complex and sophisticated set of materials runs to scores of pages. It was felt that many potential users of the analyses may prefer not to be burdened with such extensive reports.

As a result, we experimented with several types of reports, aimed at different classes of users. It was decided that some analyses should be made available in several versions. The following versions seemed to offer the most flexibility and utility:

1. A version intended as a complete, in-depth analysis instrument for supervisors, teachers, and professors and students in both undergraduate and graduate methods courses.

2. A more succinct version at the two decimal point level for curriculum committees, teachers who desire a more "digestible" format, and in-service teacher education programs.
3. A short version at the one decimal point level designed to provide brief overviews of curricula to assist curriculum committees, supervisors, principals, etc., in acquiring information to guide in analysis of materials prior to curriculum selection.

CONCLUSIONS

Products

The final products of this project are listed below:

1. A revised CMAS in three formats.
2. Nine CMA's based on the in-depth format of the revised CMAS.
3. Two CMAS based on three formats of the CMAS.
4. A working paper for revising the CMAS.
5. A final report.

Results

The products of this research will be valuable to various segments of the educational community. The revised CMAS will 1) aid school curriculum committees with their task of selecting and adopting new social studies curricular materials, 2) be useful for pre-service teacher education, 3) be useful for in-service teacher training, and 4) assist curriculum developers in the future.

The CMA's will also offer quick references to all facets of a number of innovative curricular materials.

Dissemination

Dissemination of the products and recommendations developed as a result of this project will be accomplished in several ways. Description of the revised CMAS in three versions and all analyses completed in conjunction with the project will be published in the Newsletter of the Social Science Education Consortium. All documents will be offered for sale at cost. The Newsletter mailing list contains over 4,000 names, most of whom are social scientists, teachers, supervisors, administrators, and methods teachers, and most of whom are on the list at their own request.

Additionally, the resources of the ERIC/ChESS system, which operates in a building adjacent to the SSEC, will provide broad and significant audience for dissemination of products and recommendations of the project. Inquiries concerning the evaluation and analysis of social studies curriculum materials are reaching ERIC/ChESS at an increasingly high rate.

Finally, the SSEC will continue to sponsor workshops for schools and colleges throughout the nation. An integral facet of each of these workshops is the CMAS, its rationale, uses, and implementations.

CURRICULUM MATERIALS ANALYSIS SYSTEM

Outline
Long Form

1.0 Product Characteristics

- 1.1 Subject Content
- 1.2 Intended Uses
 - 1.21 Grade Level(s)
 - 1.22 Student Characteristics
 - 1.23 Characteristics of Teacher, School, and Community
 - 1.24 Required Time
 - 1.25 Sequence and Independence of Parts
- 1.3 Printed Materials and Other Media
 - 1.31 Printed Student Materials
 - 1.32 Printed Teacher Materials
 - 1.33 Other Media
 - 1.34 Tests
 - 1.35 Costs
- 1.4 Dominant Instructional Characteristics
 - 1.41 Roles of Teacher and Students
- 1.5 Performance Data Availability
 - 1.51 Curriculum Project Report(s)
 - 1.52 Producer's or Publisher's Report(s)
 - 1.53 School System Report(s)
 - 1.54 Research Report(s)
- 1.6 References
 - 1.61 Further References

2.0 Rationale and Objectives

- 2.1 The Individual and Society
 - 2.11 Nature of the Individual
 - 2.111 Innate Morality
 - 2.112 Learning Capabilities
 - 2.113 Creativity
 - 2.114 Aspirations
 - 2.115 Individual Differences
 - 2.12 Goals for the Individual
 - 2.13 Nature of Society
 - 2.131 Innate Morality
 - 2.132 Flexibility
 - 2.133 Range of Choice of Types of Society
 - 2.14 Goals with Respect to Society
 - 2.141 Continuity and Stability
 - 2.142 Criticism and Improvement
 - 2.143 Utopian Potential
 - 2.15 Relationship of the Individual to Society
 - 2.151 Conflict Between Society and the Individual
 - 2.152 Society as Aid to Individual
 - 2.153 Individual as Aid to Society
 - 2.154 Influence of Society on the Individual
 - 2.155 Influence of the Individual on Society
- 2.2 Knowledge and Values
 - 2.21 Nature of Knowledge
 - 2.22 Nature of Values

- 2.3 Existence and Use of a Rationale
 - 2.31 Nature of the Individual and of Society
 - 2.32 Nature of Knowledge and Values
 - 2.33 Goals for the Individual and Society
- 2.4 Cognitive Objectives
 - 2.41 Taxonomy of Cognitive Objectives
 - 2.411 Memory
 - 2.412 Comprehension
 - 2.413 Application
 - 2.415 Synthesis
 - 2.416 Evaluation
 - 2.42 General and Specific Objectives
 - 2.43 Performance Objectives
 - 2.44 Skill Development
 - 2.45 Consistency with Rationale
- 2.5 Affective Objectives
 - 2.51 Taxonomy of Affective Objectives
 - 2.52 Value Postures
 - 2.53 General and Specific Objectives
 - 2.54 Performance Objectives
 - 2.55 Consistency with Rationale
- 2.6 Psychomotor Objectives
 - 2.61 Details of Psychomotor Objectives
- 3.0 Content
 - 3.1 Cognitive Content
 - 3.11 Author's View of Subject
 - 3.111 Facts
 - 3.112 Concepts
 - 3.113 Generalizations
 - 3.114 Theory
 - 3.115 Major Processes
 - 3.12 Cognitive Content of Curriculum Materials
 - 3.121 Facts
 - 3.122 Major Concepts
 - 3.123 Generalizations
 - 3.124 Theory
 - 3.125 Major Constructs
 - 3.126 Major Processes
 - 3.2 Affective Content
 - 3.21 Author's View of Affective Content
 - 3.22 Affective Content in the Curriculum Materials
 - 3.221 Approach
 - 3.222 Performance Levels
- 4.0 Theory and Strategies
 - 4.1 Learning Theory
 - 4.11 Specificist Theory
 - 4.111 Stimuli-Response Patterns
 - 4.112 Reinforcement

- 4.113 Shaping
- 4.12 Field Theory
 - 4.121 Perception
 - 4.122 Insight
 - 4.123 Level of Aspiration
 - 4.124 Social Learning
 - 4.125 Individual Differences
- 4.13 Personality Theory
 - 4.131 Needs
 - 4.132 Motivation
 - 4.133 Self-fulfillment
- 4.2 Instructional Theory
 - 4.21 Creation of Predisposition Toward Learning
 - 4.211 Previous and Present Levels of Experience and Learning
 - 4.212 Interest
 - 4.213 Goals
 - 4.214 Grouping
 - 4.215 Attitudes
 - 4.22 Structure and Form of Knowledge
 - 4.221 Mode of Representation
 - 4.222 Economy
 - 4.223 Power
 - 4.224 Learning Set
 - 4.225 Values
 - 4.23 Form and Pacing of Reinforcement
 - 4.231 Feedback: Form, Source, Timing, and frequency
 - 4.232 Active Participation and Novelty
 - 4.233 Punishment
 - 4.234 Student Feedback
 - 4.24 Retention and Transfer
 - 4.241 Practice, Drill, Review
 - 4.242 Setting
 - 4.25 Development
 - 4.251 Assimilation and Accommodation
 - 4.252 Phases of Cognitive Development
- 4.3 Teaching Modes
 - 4.311 Teacher-To-Student Action
 - 4.312 Resource-To-Student Action
 - 4.313 Teacher-Student Interaction
 - 4.314 Student-Student Interaction
 - 4.315 Resource-Student Interaction
 - 4.316 Teacher-Student-Resource Interaction
- 4.4 Strategy Pattern
 - 4.41 Selection
 - 4.42 Sequence
 - 4.43 Variety and Flexibility
- 4.5 Effectiveness
 - 4.51 Use of Student's Time
 - 4.52 Student Outcomes
 - 4.53 Use of Teacher's Time
 - 4.54 Cost and Use of Resources

5.0 Antecedent Conditions

5.1 Physical Characteristics

- 5.11 Physical Aspects
- 5.12 Intellectual Aspects
 - 5.121 Age
 - 5.122 Cognitive Skills
 - 5.123 Cognitive Style for Structuring Information
- 5.13 Affective Aspects
- 5.14 Social Aspects
 - 5.141 Socio-Economic Level
 - 5.142 Group Skills
- 5.15 Behavioral Characteristics
- 5.16 Motivational Aspects

5.2 Teacher Characteristics

- 5.21 Knowledge Requirements, Including Formal Education
 - 5.211 Content
 - 5.212 Subsequent Training
- 5.22 Experience
- 5.23 Cultural Background
- 5.24 Socio-Economic Background
- 5.25 Personality
 - 5.251 Attitude

5.3 School

- 5.31 Organization
- 5.32 Physical Conditions
 - 5.321 Space
 - 5.322 Equipment
- 5.33 Library
- 5.34 Administrative Support and Assistance

5.4 Community Characteristics

- 5.41 Geographic Characteristics
- 5.42 Dominant Occupational and Industrial Characteristics
 - 5.421 Occupational
 - 5.422 Industrial
- 5.43 Residents: Static or Mobile
- 5.44 Conservative or Liberal
- 5.45 Social and Cultural
- 5.46 Support

5.5 Relationship to Other Aspects of Curriculum

- 5.51 Vertical
- 5.52 Horizontal

6.0 Evaluation

6.1 Sources of Evaluative Data

6.2 Effects Predicted or Reported

- 6.21 Success with Students
 - 6.211 Cognitive Outcomes
 - 6.212 Affective Outcomes
 - 6.213 Psychomotor Outcomes
 - 6.214 Social Outcomes

- 6.22 Impact on Teachers
 - 6.221 Ease of Use
 - 6.222 Teacher Training
- 6.23 Impact on Sponsoring Institution
- 6.24 Impact on School(s) or School System
- 6.25 Impact on the Community
- 6.3 Comparisons
 - 6.31 Comparison with Author's Intentions
 - 6.311 Consistency
 - 6.312 Appropriateness
 - 6.32 With Other Curriculum Materials
 - 6.33 With Standards of the Analyst
- 6.4 Recommended Uses
 - 6.41 Specific Uses
 - 6.42 Boundary Conditions
- 7.0 Background of Materials Development
 - 7.1 Institution and/or Person(s) Responsible for Materials
 - 7.11 Project Director(s)
 - 7.12 Other Project Personnel
 - 7.13 Origin of Project
 - 7.14 Additional Information
 - 7.2 Duration and Funding of Project
 - 7.21 Other Sources of Funding
 - 7.22 Length of Funding
 - 7.23 Amount of Funding
 - 7.3 Dissemination
 - 7.31 Teacher Training
 - 7.32 Printed Information
 - 7.4 Associated Programs
- 8.0 Background of the Analysis
 - 8.1 Characteristics of the Analyst(s)
 - 8.11 Identification
 - 8.12 Formal Education
 - 8.13 Professional Experience
 - 8.14 Editing
 - 8.2 Circumstances of this Analysis
 - 8.21 Location
 - 8.22 Time
 - 8.23 Instruction
 - 8.3 Selection of Materials
 - 8.4 References
 - 8.41 Detailed References
 - 8.5 Attitudes and Opinions of the Analyst
 - 8.51 Detailed Attitudes and Opinions

1.0 Product Characteristics

Information. This section gives a general overview of the curriculum materials, including a complete description of the physical characteristics and a brief description of selected substantive characteristics.

Instruction. After completing the entire analysis, write and insert here an overview of the entire analysis in not more than 100 words. The overview should be both selected, pointing to the most important characteristics of the materials as the analyst sees them, and succinct.

1.1 Subject Content

This topic is treated very briefly here. See Section 3.0, Content, for elaboration; see also Section 6.0, Evaluation.

1.1-Q1 Indicate the discipline or disciplines most prominent, mark them "1," "2," "3," in order of prominence; or, if they cannot be distinguished, mark them all "1." If more than three disciplines are prominent, mark either "interdisciplinary" or "multidisciplinary."

Anthropology	_____	Psychology	_____
Economics	_____	Sociology	_____
Geography	_____	Social Psych.	_____
History	_____	Interdisc.	_____
Political Sci.	_____	Multidisc.	_____
/ _____ /		/ _____ /	
See narrative (SN)	Not applicable (NA)	Unavailable (UA)	Analyst's Certainty (C) (Scale 0-4)

1.1-Q2 In general, how sound is the substantive content of these materials? Mark the scale according to your best overall judgment. Note: The scale shown below right is an abbreviation of the scale in 1.1-Q1.

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6	SN	NA	UA	C									
Very unsound			Moderately sound			Very sound													

1.2 Intended Uses

Much of the content of this section is elaborated in Section 5.0, Antecedent Conditions.

1.2-Q1 For what grade level or levels are these materials most appropriate, according to the author?

Grade level(s) _____ / _____ / _____ / _____ /

SN NA UA C

1.2-Q2 Are there any particular kinds of students, teachers, schools, or communities for which these materials would be especially suitable or unsuitable—for example, students from particular ethnic groups, teachers without much background in social science, schools with or without flexible facilities, and communities that are or are not politically conservative. If "yes," elaborate.

 / /
Yes No

 / / / /
SN NA UA C

1.2-Q3 What does the author consider the most appropriate length of time, in weeks or years, for the use of the whole set of materials? Circle "weeks" or "years" according to which unit is used.

weeks or
— years

 / / / /
SN NA UA C

1.21 Grade Level(s)

1.21-Q For what grade level or levels are these materials most appropriate, according to the author? For what other grade level or levels might they also be used with reasonable effectiveness? What are the analyst's views with respect to the most appropriate grade level or levels, and with respect to another grade level or levels for which the materials could be used? Check the appropriate boxes below.

Grade levels for which materials are most appropriate	Author's Intention																		
		K	1	2	3	4	5	6	7	8	9	10	11	12	13	14			
	Analyst's Opinion																		

 / / / /
SN NA UA C

Other grade levels where materials could be used	Author's Intention																		
		K	1	2	3	4	5	6	7	8	9	10	11	12	13	14			
	Analyst's Opinion																		

1.22 Student Characteristics

1.22-Q Are there any particular kinds of students for whom these materials would be especially suitable or unsuitable—slow or able learners; particular social, economic, or ethnic groups? If "yes," elaborate.

 / /
Yes No

 / / / /
SN NA UA C

1.23 Characteristics of Teacher, School, and Community

1.23-Q Are there any particular kinds of teachers, schools, or communities for which these materials would be especially suitable or unsuitable--for example, teachers with or without much background in social sciences, schools with or without flexible facilities, communities that are or are not politically conservative? If "yes," elaborate.

 / / / / / / /
 Yes No SN NA UA C

1.24 Required Time

1.24-Q What does the author consider the most appropriate length of time, in weeks or years, for the use of the whole set of materials? What is the range of times, from shortest to longest, that the author thinks the materials might be used effectively? What lengths of time does the analyst consider appropriate? Fill in appropriate numbers below and circle "weeks" or "years" according to which unit is used.

	According to author	According to analyst	
Most appropriate length of time	_____	_____	(indicate weeks or years)
Shortest appropriate length of time	_____	_____	
Longest appropriate length of time	_____	_____	

 / / / / /
 SN NA UA C

1.25 Sequence and Independence of Parts

1.25-Q1 To what extent can the teacher depart from the sequence of materials prescribed by the author without impairing the effectiveness of the materials?

 / / / / / / / / / / /
 0 1 2 3 4 5 6 SN NA UA C
 Very Moderate Very
 little departure much

1.25-Q2 To what extent can parts of the materials be taught separately, apart from the rest of the materials, without impairing the effectiveness of the parts so taught?

 / / / / / / / / / / /
 0 1 2 3 4 5 6 SN NA UA C
 Very Moderate Very
 little departure much

1.31 Printed Student Materials

1.31-Q1 There are a number of charts below which apply to the student text (if any) and to other student materials (if any). In the chart immediately below, the first line has the word "text" in the first column. The second column is for the complete title of the text. On the second line, the analyst should put in the first column a short identifying name for the second piece of student materials he is analyzing--e.g., "readings," "workbook"—and then the full title should be written in the second column. In subsequent charts these materials will be identified by the short identifying name. If there is a third item to be analyzed, it should be identified on the third line of the chart. If there are additional items, they should be described appropriately in the narrative.

	Title	Author	Publisher	Date of Publication
Text				

/ / / /
SN NA UA C

1.31-Q2 If materials other than a text were identified in 1.31-Q1, identify them in Column 1 below. Then complete the table.

	Number of pages	Dimensions	Unit cost	Cover: Hard, soft, other
Text				

/ / / /
SN NA UA C

1.31-Q6 How appealing is the overall appearance of these materials?

Text							

0 1 2 3 4 5 6
 Very un- Somewhat Very
 appealing appealing appealing

/ / / /
 SN NA UA C

1.31-Q7 How many of each of the following are included in the student materials listed below? Indicate "0," "some," or "many" in each box.

	Color photos	B/W photos	Drawings	Maps	Charts
Text					

/ / / /
 SN NA UA C

1.32 Printed Teacher Materials

1.32-Q1 If there is a teacher's guide fill in its title and other information on the first line below. If there are other printed teacher materials, identify them in the first column of the table and give the appropriate information in other columns. If there are more than three items to be described, give the descriptions in the narrative.

	Title	Author	Publisher	Date of Publication
Teacher's Guide				

/ / / /
 SN NA UA C

1.32-Q2 Complete the following table, giving information on the teacher's guide and the other materials (if any) identified in 1.32-Q1.

	Number of pages	Dimensions	Cover: hard, soft, other	Price
Teacher's Guide				

 / / / /
 SN NA UA C

1.32-Q3 Does the teacher's guide include the student text?

 / / / /
 Yes No SN NA UA C

1.32-Q4 through Q10. Information on the following table refers only to the teacher's guide (if any). For each item listed in the first column, indicate by checking "yes" in the second column whether it is contained in the guide. Indicate in subsequent columns the overall quality of the item—ranging from "very poor" to "very good"; whether the reader should refer to your narrative (SN); and your degree of certainty with respect to your judgment about the item. 1.32-Q4 through Q10 asks your overall judgment on the quality of the guide.

		Yes	Very poor Average Very good							SN	C
			0	1	2	3	4	5	6		
1.32-Q4	Rationale for the materials										#
1.32-Q5	Student objectives										#
1.32-Q6	Teaching strategies										#
1.32-Q7	How to use the materials to meet individual student needs										#
1.32-Q8	Background information to help the teacher understand the materials										#

	First Year		Subsequent Years	
	Minimum	Maximum	Minimum	Maximum
Cost per classroom				
Teacher's Guide	\$	\$	\$	\$
Other printed teacher's material				
Other media				
Total cost per classroom	\$	\$	\$	\$

The analyst should comment freely in the narrative on the assumptions, uncertainties, and qualifications related to his total cost figures.

/ / / /
SN NA UA C

1.35-Q2 Are there costs other than those indicated above which a school or school district might incur if these materials are used? For example, might it be necessary to buy unusual equipment or supplies, to give special training to teachers, or to modify school facilities?

/ / / /
SN NA UA C

1.4 Dominant Instructional Characteristics

To the extent that materials can influence the course of learning activities, give your best judgments as to the probable effects of these materials in shaping the following dimensions of learning. The use of various teaching strategies is treated much more fully in Section 4.0, Learning Theory and Teaching Strategies.

1.4-Q Describe the dominant types of teaching and learning activities that are prescribed or suggested by these materials.

/ / / /
SN NA UA C

1.41 Roles of Teacher and Students

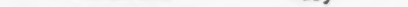
1.41-Q1 How much initiative for undertaking learning activities is taken by students; how much by the teacher?

/ / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Mostly by Balanced Mostly by
students teacher

1.41-Q2 How much class time is taken by teacher exposition?

/ / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
None Moderate Very
amount much

1.41-Q3 To what extent can students proceed at their own individual paces?




1.42 Types of Learning Activities

1.42-Q1 How much variety in learning activities is there?

0 1 2 3 4 5 6 SN NA UA C

Very Moderate Very
little amount much

1.42-Q2 How much variety of grouping for classroom activities is there—full class, small groups, individual work, etc.?

0 1 2 3 4 5 6 SN NA UA C

Very Moderate Very
little amount much

1.42-Q3 How much use is made of community resources, brought into the classroom?

/ 0 / 1 / 2 / 3 / 4 / 5 / 6 / SN / NA / UA / # /
 Little or Moderate Very
 none amount much
 C

1.42-Q4 How much use is made of community resources, outside the classroom?

/ 0 / 1 / 2 / 3 / 4 / 5 / 6 / SN / NA / UA / # /
 Little or Moderate Very
 none amount much
 C

1.5 Performance Data Availability

This section gives very brief information on performance data derived from classroom use of the materials. Section 6.0 includes more detailed data.

1.5-Q1 How much information on performance results of these materials is available?

0 1 2 3 4 5 6 SN NA UA C

None Moderate amount Very much

1.5-Q2. If data are available, how unfavorable or favorable are they with respect to the intended results?

/ 0 / 1 / 2 / 3 / 4 / 5 / 6 / / SN / NA / UA / C
 Very un- Moderately Very
 favorable favorable favorable

1.51 Curriculum Project Report(s)

1.51-Q Are there any reports from the project which include performance data on the materials? If yes, describe the report, how it can be obtained, and what the performance data show.

 / / / / / /
Yes No SN NA UA C

1.52 Producer's or Publisher's Report(s)

1.52-Q Are there any reports from the producer or publisher of the materials which include performance data? If yes, describe the report, how it can be obtained, and what the performance data show.

Yes No SN NA UA C

1.53 School System Report(s)

1.53-Q Are there any reports from school systems which include performance data? If yes, describe the report, how it can be obtained, and what the performance data show.

Yes No SN NA UA # C

1.54 Research Report(s)

1.54-Q Are there any research reports which include performance data on these materials? If yes, describe the report, how it can be obtained, and what the performance data show.

Yes No SN NA UA C

1.6 References

References cited in this section refer only or primarily to information about the materials themselves. Section 7.32 gives references to the curriculum development project and Section 8.4 cites references which the analyst has found useful in understanding the analysis system and applying it to the materials

1.6-Q List the one or two most useful references which give information about the materials in addition to the information found in the materials themselves. Give proper bibliographic references, including prices and how the references can be found or obtained.

 / / / / / / / /
SN NA UA C

1.61 Further References

1.61-Q1 In addition to the citation or citations in 1.6-Q, list other references that give useful information about the materials. Give proper bibliographic references, including prices and how the references can be found or obtained.

 / / / /

SN NA UA C

1.61-Q2 In general, how useful are all these references in supplying additional information about the materials?

0 1 2 3 4 5 6 SN NA UA C

Useless Moderately Very
useful useful

2.0-Q2 How clear is the author in setting forth his objectives?

0 1 2 3 4 5 6 SN NA UA C

Very obscure Fairly clear Very clear

2.0-Q3 To what extent do you, the analyst, agree with the author's rationale and objectives?

0 1 2 3 4 5 6 SN NA UA C

Not at To some To great

all extent extent

2.1 The Individual and Society

2.1-Q1 What is the nature of the individual and of society, and how are the individual and society related to each other?

 / / / / / /

SN NA UA C

2.1-Q2 What goals should education foster for the individual and for society? To what extent are these goals compatible, to what extent in conflict?

 / / / / /

SN NA UA C

2.11 Nature of the Individual

2.11-Q1 How much control does the author think individuals have over their own successes and failures?

0 1 2 3 4 5 6 SN NA UA C

Little Moderate Great
or none amount deal

2.11-Q2 What other assumptions or views does the author have with respect to the nature of the individual?

 / / / / /

SN NA UA C

2.111 Innate Morality

2.111-Q Does the author believe that individuals are naturally good (and may be made less good by life experiences), bad (and may be made better by life experiences), or neutral (with goodness and badness being determined by life experiences)?

0 1 2 3 4 5 6 SN NA UA C
 Naturally very bad Naturally neutral Naturally very good

2.112 Learning Capabilities

2.112-Q To what extent is learning ability fixed and limited at birth, placing narrow limits on the individual's future achievements, according to the author?

0 1 2 3 4 5 6 SN NA UA C

Strictly Moderately Highly
deter- flexible flexible
mined at and mal-
birth birth leable

2.113 Creativity

2.113-Q To what extent is creativity fixed and limited at birth, placing narrow limits on the individual's future achievements, according to the author?

0	1	2	3	4	5	6	SN	NA	UA	#
Strictly deter- mined at birth			Moderately flexible			Highly flexible and mal- leable				C

2.114 Aspirations

2.114-Q To what extent are the individual's aspirations to intellectual, artistic, social, and vocational attainment fixed and limited at birth, according to the author?

0	1	2	3	4	5	6	SN	NA	UA	#	C
Strictly		Moderately			Highly						
deter-		flexible			flexible						
mined at					and mal-						
birth					leable						

2.115 Individual Differences

2.115-Q To what extent must curriculum developers take account of individual differences (in learning capabilities, creativity, aspirations, etc.) in planning learning activities, according to the author?

0	1	2	3	4	5	6	SN	NA	UA	#
Not at all		To some extent			To great extent					

2.12 Goals for the Individual

2.12-Q What goals for education of the individual does the author think are most important?

 / / / / / 10

SN NA UA C

2.121-Q through 2.125-Q

To what extent does the author think that a goal of education should be to help students become:

	Not at all			To some extent			To great extent
	0	1	2	3	4	5	6
2.121-Q Scholars and creators of knowledge?							
2.122-Q Skilled in scientific method?							
2.123-Q Learners of existing knowledge?							
2.124-Q Acceptors of existing knowledge?							
2.125-Q Questioners of existing knowledge?							
2.126-Q Learners of existing values?							
2.127-Q Acceptors of existing values?							
2.128-Q Questioners of existing values?							
2.129-Q Solvers of personal problems?							
2.1210-Q Solvers of social problems?							
2.1211-Q Social activists?							
2.1212-Q Appreciators of the good, the true, and/or the beautiful?							
2.1213-Q Skilled in finding and holding jobs?							
2.1214-Q Creative, divergent thinkers?							
2.1215-Q Social scientists?							

/ / / /
SN NA UA C

2.13 Nature of Society

2.13-Q What is the general nature of society? Is it good or bad? Flexible or rigid?

/ / / / /
SN NA UA C

2.131 Innate Morality

2.131-Q To what extent is society naturally or innately good or bad, according to the author?

/ / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Innately Neutral Innately
very bad very good

2.132 Flexibility

2.132-Q To what extent is society flexible and easy to change?

/ / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Rigid and Moderately Very
difficult flexible flexible
to change

2.133 Range of Choice of Types of Society

2.133-Q Is there a limited number of types of society--for example, democracy, communism, and anarchy--among which man may (or must?) choose? Or is there an unlimited number of types of society from which man may choose?

/ / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Very Moderate Unlimited
few number number
types

2.14 Goals with Respect to Society

2.14-Q What are the goals or purposes of society, and what should they be, according to the author?

/ / / / /
SN NA UA C

2.141 Continuity and Stability

2.141-Q1 To what extent is society used to create and maintain continuity and stability, according to the author?

/ / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Not at To some To great
all extent extent

2.141-Q2 To what extent should society be used to create and maintain continuity and stability?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6		SN		NA	UA		/	/	/	/	/	/	/
Not at		To some			To great														
all		extent			extent														

2.142 Criticism and Improvement

2.142-Q1 To what extent is criticism of and change in society fostered, in the hope of continuously improving society?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6		SN		NA	UA		/	/	/	/	/	/	/
Not at		To some			To great														
all		extent			extent														

2.142-Q2 To what extent should criticism of and change in society be fostered, in the hopes of continuously improving society?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6		SN		NA	UA		/	/	/	/	/	/	/
Not at		To some			To great														
all		extent			extent														

2.143 Utopian Potential

2.143-Q How likely is it that society can and will eventually approach a Utopian state?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6		SN		NA	UA		/	/	/	/	/	/	/
Impos-		Possible			Possible														
sible		but un-			and very														
		likely			likely														

2.15 Relationship of the Individual to Society

2.15-Q What relationships does the author believe exist between society and the individual? Who influences whom? Who serves whom?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
								SN		NA	UA		/	/	/	/	/	/	/

2.151 Conflict Between Society and the Individual

2.151-Q To what extent is the individual necessarily and continuously in conflict with society, according to the author?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6		SN		NA	UA		/	/	/	/	/	/	/
Little or		Moderate			Much nec-														
no conflict		conflict			essary and														
					continuous														
					conflict														

2.152 Society as Aid to Individual

2.152-Q1 To what extent does society facilitate achievement of the goals of the individual?

/ / / / / / / / / / / /

0 1 2 3 4 5 6 SN NA UA C

Not at To some To great
all extent extent

2.152-Q2 To what extent should society facilitate achievement of the goals of the individual?

/ 0 / 1 / 2 / 3 / 4 / 5 / 6 / / SN / / NA / UA / / C /
 Not at To some To great
 all extent extent

2.153 Individual as Aid to Society

2.153-Q1 To what extent does the individual facilitate achievement of the goals of society?

/ 0 / 1 / 2 / 3 / 4 / 5 / 6 / / SN / / NA / UA / / C /
 Not at To some To great
 all extent extent

2.153-Q2 To what extent should the individual facilitate achievement of the goals of society?

0 1 2 3 4 5 6 / SN / NA UA / C

Not at To some To great
all extent extent

2.154 Influence of Society on the Individual

2.154-Q To what extent does society shape the knowledge, values, and actions of the individual?

0 1 2 3 4 5 6 / SN / NA UA / C

Not at To some To great
all extent extent

2.155 Influence of the Individual on Society

2.155-Q To what extent does the individual influence the form, modes of operations, actions, and goals of society?

/ 0 / 1 / 2 / 3 / 4 / 5 / 6 / / SN / / NA / UA / / C /
 Not at To some To great
 all extent extent

2.2 Knowledge and Values

2.2-Q1 What is the author's view about the source or sources of knowledge and about how man acquires knowledge?

 / / / /
SN NA UA C

2.2-Q2 What is the author's view about the source or sources of values and about how man acquires values?

 / / / /
SN NA UA C

2.21 Nature of Knowledge

Information. Competing views about the nature of man and the universe have flourished in the Western world in the 19th and 20th centuries, some of them dating back to ancient Greece. Such philosophic positions typically deal with the nature of reality (metaphysics), of knowledge (epistemology), and of values (axiology); they have clear implications for education, which have been spelled out by educational theorists. The three philosophical views which are described briefly below were selected because they represent a wide range of views and imply especially clear and divergent courses of action in curriculum development.

Idealism: Knowledge and values exist independently of man and of human experience; they are absolute and changeless. Man's task is to learn about such knowledge and values and to use them as guides for his life.

Pragmatism: Knowledge and values are derived from human experience and their validity is judged by how well they seem to serve man's purposes; hence they are relative and changeable.

Existentialism: Knowledge and values are very personal matters for each individual. Personal awareness and choice-making are the focus of man's existence.

2.21-Q1 through 2.21-Q4

With respect to knowledge, to what extent can the author's position be identified with any or all of these philosophical positions?

2.21-Q1 Idealism:

 / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Not at To some To great
all extent extent

2.21-Q2 Pragmatism:

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
Not at		To some				To great		SN		NA		UA		/ # /		C			
all		extent				extent													

2.21-Q3 Existentialism:

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
Not at		To some				To great		SN		NA		UA		/ # /		C			
all		extent				extent													

2.21-Q4 Other (specify):

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
Not at		To some				To great		SN		NA		UA		/ # /		C			
all		extent				extent													

2.21-Q5 To what extent does the author stress the importance and usefulness of scientific method (systematic measurement, data collections, hypothesis formation, hypothesis testing, etc.) for discovering and testing the validity of knowledge?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
Not at		To some				To great		SN		NA		UA		/ # /		C			
all		extent				extent													

2.22 Nature of Values

With respect to values, to what extent can the author's position be identified with any or all of these philosophical positions?

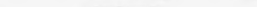
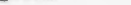
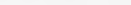
2.22-Q1 Idealism:

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
Not at		To some				To great		SN		NA		UA		/ # /		C			
all		extent				extent													

2.22-Q2 Pragmatism:

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
Not at		To some				To great		SN		NA		UA		/ # /		C			
all		extent				extent													

2.22-Q3 Existentialism:

2.22-Q4 Other (specify):

0 1 2 3 4 5 6 SN NA UA C

Not at To some To great

all extent extent

2.22-Q5 To what extent does the author stress the importance of rational thought in discovering and testing the validity of values?

0 1 2 3 4 5 6 SN NA UA #
Not at To some To great
all extent extent
C

2.3 Existence and Use of a Rationale

Information. If the curriculum materials are based on a rationale, as defined in 2.0 above, then they should contribute to achievement of the goals for the individual and society, as the author sees them. Development of the materials should also have been guided by the author's views about the nature of the individual, society, knowledge, and values.

2.3-Q How much evidence is there that the development of the materials was guided by a clear rationale?

0 1 2 3 4 5 6 SN NA UA #
No evidence Moderate Great
amount deal
C

2.31 Nature of the Individual and of Society

2.31-Q1 How much evidence is there that the development of the materials was guided by a clear view on the part of the author about the nature of the individual?

0 1 2 3 4 5 6 SN NA UA C

No evidence Moderate Great

amount deal

2.31-Q2 How much evidence is there that the development of the materials was guided by a clear view on the part of the author about the nature of society?

2.31-Q3 How much evidence is there that the development of the materials was guided by a clear view on the part of the author about the relationship between the individual and society?

0 1 2 3 4 5 6 SN NA UA C

No evidence Moderate amount Great deal

2.32 Nature of Knowledge and Values

2.32-Q1 How much evidence is there that the development of the materials was guided by a clear view on the part of the author about the nature of knowledge?

0 1 2 3 4 5 6

No evidence Moderate amount Great deal

SN NA UA C

2.32-Q2 How much evidence is there that the development of the materials was guided by a clear view on the part of the author about the nature of values?

0 1 2 3 4 5 6

No evidence Moderate amount Great deal

SN NA UA C

2.33 Goals for the Individual and Society

2.33-Q1 How much evidence is there that the development of the materials was guided by a clear view on the part of the author about what the goal or goals for individuals should be?

2.33-Q2 How much evidence is there that the development of the materials was guided by a clear view on the part of the author about what the goal or goals with respect to society should be?

0 1 2 3 4 5 6 SN NA UA C

No evidence Moderate amount Great deal

Comprehension: Understanding or apprehending what is being communicated, including the ability to translate and interpret the communications but not necessarily to understand all their implications or to relate them to other things.

Application: Using facts, rules, methods, theories, etc. in new concrete situations.

Analysis: Breaking something down into its constituent parts, so that the parts can be identified and the interrelationships of the parts understood.

Synthesis: Putting things together to form a new entity, such as a new idea, plan, hypothesis, or set of relationships.

Evaluation: Making quantitative and qualitative judgments about the extent to which observed phenomena meet stated standards or criteria

Whereas it is usually easy to distinguish memory-level objectives from the "higher"-level objectives of the Bloom taxonomy, it is often difficult to distinguish among the higher-level objectives, comprehension through evaluation. Norris M. Sanders suggests (page 6 in Classroom Questions: What Kinds?) that the term "critical thinking," which has had much currency in education, can be closely identified with all of the five cognitive levels above memory. This terminology is used in parts of the CMAS as a simplifying or alternative supplement to the six-level Bloom taxonomy. Note that Bloom also uses a term—"intellectual abilities and skills"—to designate the upper five levels of the taxonomy as a group, thus emphasizing the distinction between the first level and all the other levels.

In general, to what extent do the materials specifically point toward achievement of each of the following cognitive levels?

	Little or none		To a moderate extent			To a great extent	
	0	1	2	3	4	5	6
2.41-Q1 Memory							
2.41-Q2 Comprehension							
2.41-Q3 Application							
2.41-Q4 Analysis							
2.41-Q5 Synthesis							
2.41-Q6 Evaluation							
2.41-Q7 Critical Thinking							

/ / / /
SN NA UA C

2.411 Memory

All but one of the categories (Application) in the Bloom taxonomy is broken down into finer categories, the names of which are self-explanatory. These finer categories are used as the basis for questions in this and the following sections.

To what extent do the materials specifically point toward achievement of the following memory objectives?

	Little or none		To a moderate extent			To a great extent	
	0	1	2	3	4	5	6
2.411-Q1 <u>Memory of specifics</u> such as terminology and facts							
2.411-Q2 <u>Memory of ways and means of dealing with specifics</u> such as rules, processes, classifications, criteria, and methodology							
2.411-Q3 <u>Memory of universals and abstractions</u> , such as principles, generalizations, structures, and theories							

 / / / /
SN NA UA C

2.412 Comprehension

To what extent do the materials specifically point toward achievement of the following comprehension objectives?

	Little or none		To a moderate extent			To a great extent	
	0	1	2	3	4	5	6
2.412-Q1 <u>Translation</u> into other words or other communication forms							
2.412-Q2 <u>Interpretation</u> , such as explaining or summarizing a communication							
2.412-Q3 <u>Extrapolation</u> ; extending trends or tendencies beyond given data							

 / / / /
SN NA UA C

	To a moderate extent						
	Little or none	0	1	2	3	4	5
2.415-Q3 Derivation of a set of abstract relationships to explain data or phenomena; hypothesizing							

/ / / / /
SN NA UA C

2.416 Evaluation

To what extent do the materials specifically point-toward achievement of each of the following evaluation objectives?

	To a moderate extent						
	Little or none	0	1	2	3	4	5
2.416-Q1 Judgments in terms of internal evidence, such as logic and consistency							
2.416-Q2 Judgments in terms of external criteria set or selected by the student							

/ / / / /
SN NA UA C

2.42 General and Specific Objectives

2.42-Q1 Overall, how general or specific are the cognitive objectives of the materials?

/ / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Very Moderately Very
specific specific or general
general

2.42-Q2 From the standpoint of the teacher who will use the materials, how sound and useful are the cognitive objectives stated in the materials?

/ / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Very Fairly Very
poor good sound
and useful

2.43 Performance Objectives

Information. "Performance " or "behavioral" objectives specify 1) what a learner must do to demonstrate that he has achieved an objective; 2) the conditions under which the demonstration is to take place; and 3) how well the learner must perform.

2.43-Q1 In general, to what extent are the cognitive objectives of the materials stated in terms of performance objectives?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6		SN		NA	UA		10						
Not at		To some				To a													
all		extent				great													
						extent													

2.43-Q2 If there are performance objectives, do they cover a broad range of cognitive objectives or are they concentrated on certain levels or types of objectives?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6		SN		NA	UA		10						
Cover a		Rather				Very broad													
limited		limited				coverage of													
range of		in range				levels and													
objectives						types of													
						objectives													

2.44 Skill Development

Information. "Skill" refers to the ease or facility with which a learned activity can be performed.

2.44-Q To what extent do the materials contain activities, incentives, and/or instructions for building skill in the performance of cognitive objectives?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6		SN		NA	UA		10						
Not at		To some				To a													
all		extent				great													
						extent													

2.45 Consistency with Rationale

2.45-Q To what extent are the author's cognitive objectives consistent with his rationale--that is, consistent with his views about the individual, society, knowledge, and values?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6		SN		NA	UA		10						
Not at		To some				To a													
all		extent				great													
						extent													

2.5 Affective Objectives

2.5-Q1 To what degree are affective objectives emphasized in the materials?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6		SN		NA	UA		#		C				
No			Moderate			Much													
emphasis			emphasis			emphasis													

2.5-Q2 How clearly does the author state his affective objectives?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6		SN		NA	UA		#		C				
Very			Fairly			Very													
obscurely			clearly			clearly													

2.5-Q3 To what extent does the author attempt to have students take positive and committed stand on values?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6		SN		NA	UA		#		C				
Not at			To some			To a													
all			extent			great													
						extent													

2.51 Taxonomy of Affective Objectives

Information. In several parts of the CMAS, beginning with this section, use is made of the TAXONOMY OF EDUCATIONAL OBJECTIVES: HANDBOOK II: AFFECTIVE DOMAIN, by David R. Krathwohl, Benjamin S. Bloom, and Bertram B. Masia (New York: David McKay, 1964). The analyst should acquire some familiarity with this book. The brief descriptions of the five major categories of the Krathwohl taxonomy are given below, to serve as a basis for analytical questions in this and subsequent sections. The categories of the taxonomy are cumulative, in that each objective depends for its accomplishment on all of the preceding objectives and each represents a higher level of engagement or involvement.

Receiving: Being aware of, or paying attention to, the intended subject matter.

Responding: Interacting with the subject matter in a minimal or moderate way.

Organization: Putting individual values into a system that establishes their relationships to each other.

Characterization: Completing the process of adopting and internalizing a set of values so that they become an integral part of a person's character.

It is possible that authors' affective objectives are more difficult to ascertain than their cognitive objectives. Nevertheless, the analyst should indicate

to the best of his ability the extent to which the materials specifically point toward achievement of each of the following affective levels.

		Little or none	1	2	To a moderate extent	4	5	To a great extent
		0			3			6
2.51-Q1	Receiving							
2.51-Q2	Responding							
2.51-Q3	Valuing							
2.51-Q4	Organization							
2.51-Q5	Characterization							

/ / / / /
 SN NA UA C

2.52 Value Postures

Information. Some authors claim that they are not, or should not, be concerned with values; they may claim that their materials are "value-free." Even when such a position is taken, it is likely that the materials will contain implicit positions on values.

The following four positions on values can be identified. (They overlap the Krathwohl taxonomy somewhat, but only partially.)

Indoctrination: Conveying attitudes, beliefs, and values without examining the reasons for them or alternatives to them.

Clarification: Making values and value systems of individuals clear, without attempting to change them.

Analysis: Examining values in order to learn what has caused them to be formed, how they are related to each other, and what their implications are.

Commitment: Encouraging individuals to take clear stands on value issues and to defend and act on those values.

2.52-Q1 Does the author intend that his materials be "value-free" or does he clearly intend to deal with values?

0	1	2	3	4	5	6	SN	NA	UA	#
Value-free		Some			Much	attention				
		attention				tion to				
		to values				values				
		intended				intended				

To what extent do the materials point toward achievement of the following value goals?

	Little or none 0	1	2	To a moderate extent 3	4	5	To a great extent 6
2.52-Q2 Indoctrination							
2.52-Q3 Clarification							
2.52-Q4 Analysis							
2.52-Q5 Commitment							

/ / / / /
SN NA UA C

2.53 General and Specific Objectives

2.53-Q1 Overall, how general or specific are the affective objectives of the materials?

/ / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Very Moderately Very
specific specific or general
general

2.53-Q2 From the standpoint of the teacher who will use the materials, how sound and useful are the affective objectives stated in the materials?

/ / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Very Fairly Very
poor good sound and
useful

2.54 Performance Objectives

2.54-Q1 To what extent are the affective objectives of the materials stated in terms of performance objectives?

/ / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Not at To some To a great
all extent extent

2.54-Q2 If there are performances objectives, do they cover a broad range of affective objectives or are they concentrated on certain levels or types of objectives?

0	1	2	3	4	5	6	SN	NA	UA	#	C
Cover a			Rather			Very broad					
very limit-			limited			coverage of					
ed range			range			levels and					
of objec-						types of					
tives						objectives					

2.55 Consistency with Rationale

2.55-Q To what extent are the author's affective objectives consistent with his rationale--that is, consistent with his views about the individual, society, knowledge, and values?

0	1	2	3	4	5	6	SN	NA	UA	#	C
Very			Fairly			Very					
inconsis-			consistent			consistent					
tent											

2.6 Psychomotor Objectives

2.6-Q To what extent are psychomotor objectives present in the materials?

0	1	2	3	4	5	6	SN	NA	UA	#	C
Not at			To a mod-			To a					
all			erate extent			great					
						extent					

2.61 Details of Psychomotor Objectives

Information. While psychomotor objectives may not play a prominent role in social science education, they are included here for the sake of completeness. These objectives may be of importance for some social studies activities in the elementary grades. Also, at any grade level, social studies may be combined with subjects in which psychomotor objectives are important, such as art and physical education.

Following the work of Elizabeth Simpson, the following major categories of psychomotor objectives can be identified. As with the cognitive and affective taxonomies, these objectives are cumulative.

Perception: Receiving sensory stimulation, selecting cues that are relevant to the task at hand, and using the cues as aids to perform the task.

Set: A preparatory adjustment or readiness for action, including mental, physical, and emotional sets.

Guided response: First steps in performing a psychomotor objective; done consciously, mostly through imitation and trial and error.

Habitual response: Habitual and semi-automotive performance; done with confidence; possibly combining several responses.

Complex overt response: Easy, efficient performance, combining (if appropriate) a number of responses into a complex set.

2.61-Q Give a general description of the psychomotor objectives in the materials, including, if appropriate, references to the elements of the psychomotor taxonomy.

<u> </u>	<u> </u>	<u> </u>	<u> </u>
SN	NA	UA	C

3.1-Q2 What discipline(s) is (are) emphasized in the materials?

Anthropology	
Economics	
Geography	
History	
Political Science	
Psychology	
Sociology	
Social Psychology	
Interdisciplinary	
Multidisciplinary	

/ / / /
SN NA UA C

3.1-Q3 What other subject areas are emphasized?

/ / / /
SN NA UA C

3.1-Q4 Would you judge the overall cognitive content of the materials to be biased?

/ / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Extremely Somewhat Extremely
biased biased unbiased

3.1-Q5 What is the substantive quality of the cognitive content?

/ / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Very Fair Very
poor good

3.1-Q6 How would you judge the overall affective content of the materials?

/ / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Extremely Balanced Value
value laden free

3.1-Q7 Do the materials emphasize the affective or cognitive content?

/ / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
A great deal A A great
of affective balance deal
content cognitive
content

3.1-Q8 To what extent is the author's view of his discipline consistent with the cognitive content in his curriculum materials?

[illegible]

3.11 Author's View of Subject

In this section, the analyst is concerned with the author's view of his discipline and other related disciplines, separate and apart from the curriculum materials. Information for this section will be found in journal article, position papers, books, and other similar sources. This information is not obtained from an examination of the package of curriculum materials.

3.11-Q1 How does the author view his broad subject area (e.g., social science)?

 / / / / /

SN NA UA C

3.11-Q2 How does the author view his specific discipline (e.g., economics)?

$$\frac{1}{SN} \quad \frac{1}{NA} \quad \frac{1}{UA} \quad \frac{1}{C}$$

3.111 Facts

3.111-Q1 How does the author define facts?

<u> </u> /	<u> </u> /	<u> </u> /	<u> </u> /
SN	NA	UA	C

3.111-Q2 How does the author use facts?

<u> </u> /	<u> </u> /	<u> </u> /	<u> </u> /
SN	NA	UA	C

3.112 Concepts

3.112-Q1 How does the author define a concept?

<u> </u> /	<u> </u> /	<u> </u> /	<u> </u> /
SN	NA	UA	C

3.112-Q2 How does the author use a concept?

<u> </u> /	<u> </u> /	<u> </u> /	<u> </u> /
SN	NA	UA	C

3.112-Q3 What does the author view as the major concepts of his discipline?

<u> </u> /	<u> </u> /	<u> </u> /	<u> </u> /
SN	NA	UA	C

3.113 Generalizations

3.113-Q1 How does the author define a generalization?

<u> </u> /	<u> </u> /	<u> </u> /	<u> </u> /
SN	NA	UA	C

3.113-Q2 How does the author use a generalization?

<u> </u> /	<u> </u> /	<u> </u> /	<u> </u> /
SN	NA	UA	C

3.113-Q3 Are there any generalizations that the author views as essential for understanding his discipline?

<u> </u> /	<u> </u> /
Yes	No

<u> </u> /	<u> </u> /	<u> </u> /	<u> </u> /
SN	NA	UA	C

3.114 Theory

For analytical purposes, the analyst can refer to the following definition: A theory is a general statement about relationships among facts. The facts that are a part of a theoretical statement are not isolated facts, but facts classified or generalized into concepts. A theory is a structure of concepts. It states a relationship--often a causal relationship--among the concepts. A theory is something more than a structure; it is an explanation of how a structure works. Theory guides and is related to the whole body of scientific inquiry. Concepts are the building blocks of theory and a theory can be no better than the concepts with which it is constructed. Conversely, concepts

are no better than the theories to which they lead. A structure of knowledge, which relates concepts to each other, can only be justified by its role in facilitating sound theories. By specifying what concepts are related and how they are related, one is better able to make predictions about real world phenomena. Theories come at several levels of generality. Generalizations, much used in curriculum work, are theories of limited scope--small theories, pieces of theory. Some theories about limited parts of reality, which become very firmly established, are called laws. A theory can be an overarching structure of an entire discipline.

3.114-Q1 How does the author define theory?

 / / / /
SN NA UA C

3.114-Q2 How does the author use theories?

 / / / /
SN NA UA C

3.114-Q3 Are there any theories the author views as essential for understanding his discipline?

 / / / /
Yes No SN NA UA C

3.115 Major Processes

For analytical purposes, the analyst can refer to the following definition: A process is a particular method for doing something, generally involving a number of steps or operations.

3.115-Q What does the author view as the major processes of his discipline?

Sampling	
Observing	
Measuring	
Discovering	
Generalizing	
Verifying	

 / / / /
SN NA UA C

3.12 Cognitive Content of Curriculum Materials

3.12-Q1 What disciplines are emphasized and to what extent is each emphasized?

Anthropology							
Economics							
Geography							
History							
Political Science							
Psychology							
Sociology							
Social Psychology							
Inter-disciplinary							
Multi-Disciplinary							

0 1 2 3 4 5 6
No emphasis Some emphasis Great emphasis

 / / / /
SN NA UA C

3.12-Q2 To what extent do the curriculum materials use the following tools?

Facts							
Concepts							
Generalizations							
Structures							
Theory(ies)							
Constructs							

0 1 2 3 4 5 6
No use Some use Great use

 / / / /
SN NA UA C

3.12-Q3 To what extent does the content give an accurate picture of reality?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
Extremely			Somewhat			Extremely													
inaccurate			accurate			accurate													

3.12-Q4 To what extent is the emphasis on content realistic in terms of present and future needs of the student?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													

3.12-Q5 What are the major processes emphasized in the materials?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/

3.12-Q6 To what extent is the emphasis on process realistic in terms of present and future needs of the student?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
Extremely			Somewhat			Extremely													
unrealistic			realistic			realistic													

3.121 Facts

3.121-Q1 How much emphasis does the material place on facts?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
No			Some			Great													
emphasis			emphasis			emphasis													

3.121-Q2 What degree of importance is placed on facts in the materials?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
Unimpor-			Moderately			Extremely													
tant by			important			important													
themselves;						in and of													
need to be						themselves													
related to																			
something																			

3.121-Q3 What kinds of facts receive emphasis in the materials?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
Trivial			Moderately			Very													
			important			important													

3.121-Q4 To what extent is the student expected to make use of facts?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
No use			Some use			Extensive use			SN	NA	UA	/0/		C					

3.121-Q5 Are there factual errors in the material?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
Many errors			Some errors			No errors			SN	NA	UA	/0/		C					

3.121-Q6 How up-to-date are the materials?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
Out-dated		Somewhat dated			Up-to-date			SN	NA	UA	/0/		C						

3.122 Major Concepts

3.122-Q1 How much emphasis do the materials place on concepts?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
No emphasis		Some emphasis			Great emphasis			SN	NA	UA	/0/		C						

3.122-Q2 What degree of importance is placed on concepts in the materials?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
Unimportant		Moderately important			Extremely important			SN	NA	UA	/0/		C						

3.122-Q3 To what extent is the student expected to use concepts?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
No use		Some use			Extensive use			SN	NA	UA	/0/		C						

3.122-Q4 What are the concepts emphasized? List them. Give the essential or significant attributes of each concept.

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
SN	NA	UA	/0/		C														

3.122-Q5 Do the concepts represent the basis of a discipline(s)? What discipline(s)? How are the concepts related?

Concepts	Anthro	Econ	Geog	Hist	Poli Sci	Psych	Soc	Interd	Multid
1.									
2.									
3.									
4.									
5.									
6.									

/ / / /
SN NA UA C

3.123 Generalizations

3.123-Q1 How much emphasis does the material place on generalizations?

/ / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
No Some Great
emphasis emphasis emphasis

3.123-Q2 What degree of importance is placed on generalizations in the materials?

/ / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Unimpor- Moderately Extremely
tant important important

3.123-Q3 Are there generalizations provided in the materials?

/ / / / / / / /
Yes No SN NA UA C

3.123-Q4 If the answer is yes for 3.123-Q3, list the generalizations presented in the materials?

/ / / / / / / /
SN NA UA C

3.123-Q5 To what degree do the students devise any generalizations of their own?

/ / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Never Sometimes Always

3.123-Q6 To what degree is the student expected to use the generalizations?

/ 0 / 1 / 2 / 3 / 4 / 5 / 6 / / SN / / NA / UA / / C /
 No use Some use Extensive use

3.123-Q7 To what degree do the generalizations represent the essence of any discipline(s)?

0	1	2	3	4	5	6	SN	NA	UA	C
Non-essential to discipline			Somewhat essential			Very essential to discipline				

3.124 Theory

3.124-Q1 How much emphasis do the materials place on theory?

0 1 2 3 4 5 6 SN NA UA C

No Some Great
emphasis emphasis emphasis

3.124-Q2 What degree of importance is placed on theory in the materials?

0 1 2 3 4 5 6 / SN / NA UA / C

Unimportant Moderately Extremely
important important important

3.124-Q3 Are there theories provided in the materials?

 / / / / / / # /
Yes No SN NA UA C

3.124-Q4 If the answer is yes in 3.124-Q3, list the theories presented in the materials.

 / / / / /

SN NA UA C

3.124-Q5 To what degree do the students devise theories of their own?

0 1 2 3 4 5 6 SN NA UA C

Never Sometimes Always

3.126-Q2 At what level does the student learn each of these processes?

	(1.0) Knowing	(2.0) Understanding	(3.0) Doing
Sampling			
Observing			
Measuring			
Discovering			
Generalizing			
Verifying			

3.2 Affective Content

3.2-Q1 What is the author's view of the affective content of the discipline/s

/ / / / /
SN NA UA C

3.2-Q2 How are values and attitudes presented in the materials?

A value is assessed worth toward a thing, event, behavior, or phenomenon. To value something means it has met certain criteria you have posed.

An attitude is a simple generalized relationship of a person to a class of things or situations. A value is often considered to be more positive, more structured, and more likely to lead to action than attitudes. An attitude is indicated by statements such as "I feel that..." "I think that..." and "The way I see it is...." To value involves choosing, prizing, and acting upon something.

/ / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Implicit A balance Explicit

3.2-Q3 To what extent are the values and attitudes studied parallel to the present and future needs of the student?

/ / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Not at To some To great
all extent extent

3.2-Q4 To what extent is the author's view of the affective content of his discipline consistent with the affective content in his curricular materials?

/ / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Totally Somewhat Extremely
inconsistent consistent consistent

3.22-Q2 What is the value posture of the materials?

Value free	
Explicit values	
No position	
Other (specify):	

/ / / / / / / / / /
SN NA UA C

3.221 Approach

3.221-Q1 through Q4 Indicate the extent to which the materials involve the student in the following approaches:

3.221-Q1 Indoctrination. Do the materials convey attitudes, beliefs, and values without going through the route of reason or persuasion?

/ / / / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Never Sometimes Always

3.221-Q2 Clarification. Do the materials encourage the student to make values specific and find where he stands on them?

/ / / / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Never Sometimes Always

3.221-Q3 Analysis. Do the materials encourage the student to investigate how values are formed, how they are related to each other, and what their implications are?

/ / / / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Never Sometimes Always

3.221-Q4 Commitment. Do the materials encourage the student to take a clear stand on value issues and to defend and act on these values?

/ / / / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Never Sometimes Always

3.222 Performance Levels

3.222-Q1 through Q5 How often do the materials encourage the student to perform on each of the following levels?

3.222-Q1 Receiving:

0 1 2 3 4 5 6 SN NA UA C

Never Sometimes Always

3.222-Q2 Responding:

0 1 2 3 4 5 6 SN NA UA C

Never Sometimes Always

3.222-Q3 Valuing:

0 1 2 3 4 5 6 SN NA UA C

Never Sometimes Always

3.222-Q4 Organizing:

/ 0 / 1 / 2 / 3 / 4 / 5 / 6 / SN / NA / UA / C /
 Never Sometimes Always

3.222-Q5 Characterization:

0 1 2 3 4 5 6 SN NA UA C

Never Sometimes Always

4.0 Theory and Strategies

There is no comprehensive theory which covers all aspects of learning. Nor is there a comprehensive theory which covers all aspects of instruction or educational methodology. When examining curriculum materials, we must do careful analysis and make sound judgments about theory and its application to the curriculum materials. In this section the concern is the adequacy with which components of theory can be described and explained, rather than the rightness or wrongness of a particular theoretical position.

Learning theorists are concerned about the emotional, intellectual, and behavioral development of the child: his personality, motivations, and the social conditions of learning. More specifically, they are also concerned about reinforcement, transfer of learning, and retention. Instructional theory is closely tied to learning theory. It is both prescriptive and normative. It prescribes rules which convey the most effective way of achieving curricular objectives. For example, if a concept in mathematics is presented to a student in small steps combined with immediate feedback, it is likely he will better retain the concept. Instructional theory is normative in that criteria are established (on some basis) and conditions are stated for meeting the criteria. In short, a theory of instruction is concerned with the improvement of, rather than a description of, learning.

A teaching strategy is a chosen pattern of action(s) aimed at reaching some goal. It includes the conceptualization of the desired interaction and outcomes; the selection of teacher role; the selection of materials and media; the selection of the pattern of communication; and the selection of the physical arrangements.

Instructions. After completing Section 4.0, write and insert here an abstract of the section in not more than 100 words.

4.1 Learning Theory

4.1-Q1 What explicit statements does the author make in the materials or elsewhere which reflect his position toward a particular theory of learning?

/	/	/	/	/	/
SN	NA	LA		C	

4.1-Q2 If there are no explicit statements made by the author, what implicit statements does the analyst find in the curriculum materials or in associated writings that reflect the author's position toward a particular theory of learning?

 / / / / / /

SN NA UA C

4.1-Q3 What is the author's view, as evidenced explicitly or implicitly in these materials, and what is the analyst's view, of the importance of each of the following categories of learning theory?

The following brief descriptions of learning theories may be useful in answering this question:

Specificist theory is concerned with the analysis of specific stimuli and specific human behaviors. A general assumption of this theoretical position is that complex behavior is a summation of specific behaviors. Other terms used for this theoretical position are respondent theory or stimulus-response theory. Major writers in the field are Edward L. Thorndike, Ivan Pavlov, John B. Watson, Edwin R. Guthrie, Clark Hull, and B. F. Skinner.

Field theory is concerned with analysis of mediating processes which occur in the organism between stimuli presentation and responses. Mediation in field theory is thought to take the form of internal organization patterns within the individual. These patterns govern the reception of stimuli, their translation into behavior, and resulting action. Another term sometimes used is Gestalt psychology. Major writers in the field are Wolfgang Köhler, Kurt Lewin, Edward C. Tolman, and Max Wertheimer.

Personality theory is concerned with the analysis of the individual's unique characteristics and unique behavior patterns. Personality theorists study both mental and physical properties of the individual and their interrelationships as well as individual thought and behavior patterns. Major writers in the field are Sigmund Freud, Henry A. Murray, Abraham Maslow, and Gordon Allport.

Specificist theory	Author			
	Analyst			
Field theory	Author			
	Analyst			
Personality theory	Author			
	Analyst			

0 1 2 3 4 5 6
Unimportant Moderately Very
important important

$\frac{1}{SN}$ $\frac{1}{NA} \frac{1}{UA}$ $\frac{1}{C}$

4.12 Field Theory

4.12-Q To what degree does the author consider the processes the student goes through in order to learn this material?

0	1	2	3	4	5	6	SN	NA	UA	C
Process		Process			Process					
never		sometimes			always					
considered		considered			considered					

4.121 Perception

4.121-Q What is the author's view and what is the analyst's view of the importance of the following perceptual modes in learning:

Visual	Author								
	Analyst								
Auditory	Author								
	Analyst								
Kinesthetic	Author								
	Analyst								
Tactile	Author								
	Analyst								

0 1 2 3 4 5 6

Unimportant Moderately important Very important

4.122 Insight

4.122-Q To what degree does the author rely on student insight to solve problems presented in the materials?

No insight necessary Moderate degree of insight necessary High degree of insight necessary

0 1 2 3 4 5 6 SN NA UA C

4.123 Level of Aspiration

4.123-Q What importance does the author/analyst attach to the student's level of aspiration in order to successfully use the materials?

Author / 0 / 1 / 2 / 3 / 4 / 5 / 6 / SN / NA / UA / # / C

Analyst / 0 / 1 / 2 / 3 / 4 / 5 / 6 / SN / NA / UA / # / C

Unimpor- Moderately Very
tant important important

4.124 Social Learning

4.124-Q What importance does the author/analyst attach to the social situation in which learning is to take place?

Author / / / / / / / / / SN / NA UA /#
0 1 2 3 4 5 6
Analyst / / / / / / / / SN / NA UA /#
0 1 2 3 4 5 6
Unimportant Moderately Very
tant important important

4.125 Individual Differences

4.125-Q What importance does the author/analyst attach to individual differences between students?

Author / / / / / / / / / / SN / NA UA / # /
0 1 2 3 4 5 6

Analyst / / / / / / / / / / SN / NA UA / # /
0 1 2 3 4 5 6

Unimpor- Moderately Very
tant important important

4.13 Personality Theory

4.13-0 What aspects of the individual's personality does the author consider to be most important? Consider both mental and physical characteristics.

 / / / /

SN NA UA C

4.131 Needs

4.131-Q What is the author's view, as evidenced explicitly or implicitly in these materials, and what is the analyst's view of the importance of the following student needs? (See below for definition of needs.)

Self-actualization	Author				
	Analyst				
Esteem	Author				
	Analyst				
Love and belonging	Author				
	Analyst				
Safety	Author				
	Analyst				
Physiological (specify)	Author				
	Analyst				
Other (specify)	Author				
	Analyst				

0	1	2	3	4	5	6
Unimpor- tant		Moderately important				Very important

 / / / / /
SN NA UA C

The above listed needs come from the writings of Abraham Maslow. They are hierarchical, beginning with physiological needs and moving toward self-actualization needs. Below is a brief description of each of the needs listed.

Self-actualization--The individual has a need to be himself and to act in a manner consistent with who he is.

Esteem--The need to gain respect of others and to build self-respect.

Love and belonging--The need that a person has to feel assurance that he is loved; that he is a worthy person; that he is acceptable because he is accepted.

Safety--The feeling of security from harm, danger, or threat of destruction.

Physiological--The need to maintain the physical organism.

4.132 Motivation

4.132-Q Give a brief description of your (the analyst's) view of motivation and the author's view of motivation as evidenced in the materials.

 / / / /
SN NA UA C

4.133 Self-fulfillment

4.133-Q Give a brief description of your (the analyst's) view of student self-fulfillment and the author's view of student self-fulfillment, as evidenced in the materials. Other terms that might be used are full functioning, personal adequacy, or self-actualization. Refer to Section 2.1 Rationale.

 / / / /
SN NA UA C

4.2 Instructional Theory

4.2-Q1 What explicit statements in the materials or elsewhere does the author make which reflect his position toward a particular theory of instruction?

 / / / /
SN NA UA C

4.2-Q2 If there are no explicit statements made by the author, what implicit statements does the analyst find in the curriculum materials or in associated writings that reflect the author's position toward a theory of instruction?

 / / / /
SN NA UA C

4.2-Q3 How well is the author's theory of instruction supported by evidence and/or logic?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6	SN	NA	UA	C									
Very			Moderately			Very													
poorly			well			well													

4.2-Q4 To what extent do you (the analyst) agree with the author's theoretical position on instruction?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6	SN	NA	UA	C									
Not at			Moderately			Completely													
all			agree			agree													

4.21 Creation of Predisposition Toward Learning

4.21-Q1 What kinds of experiences does the author describe that will create in the student a willingness to learn?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
SN	NA	UA	C																

4.21-Q2 To what extent are learning tasks and the environmental (school and community) situation considered in framing the experiences?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6	SN	NA	UA	C									
Never			Sometimes			Always													
considered			considered			considered													

4.21-Q3 How successful do you think the experiences described in 4.21-Q1 will be in creating in students a willingness to learn?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6	SN	NA	UA	C									
Unsuccess-			Occasionally			Always													
ful			successful			success-													
						ful													

4.211 Previous and Present Levels of Experience and Learning

4.211-Q To what extent does the author consider the student's:

Present level of learning																			
Previous level of learning																			
Present level of experience																			
Previous level of experience																			

0	1	2	3	4	5	6													
Never			Sometimes			Always													
considered			considered			considered													

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
SN	NA	UA	C																

4.214-02 In using these materials in the classroom, it appears that:

0	1	2	3	4	5	6	SN	NA	UA	C
No variety of grouping is possible			Some variety of grouping is possible			A wide variety of ways of students can be grouped				

4.215 Attitudes

4.215-Q1 How does the author attempt to develop in the student a particular attitude toward learning?

 / / / /

SN NA UA C

4.215-Q2 How much emphasis does the author put on developing in students a positive attitude toward learning? (For a definition of attitude, refer to Section 3.0, Content.)

0	1	2	3	4	5	6	SN	NA	CA	C
No emphasis		Moderate emphasis			Great emphasis					

4.22 Structure and Form of Knowledge

4.22-Q1 What is the predominant organizational pattern of the information presented to the student?

 / / / /

SN NA UA C

4.22-Q2 Information is presented to the student in a:

0 1 2 3 4 5 6			SN	NA	UA	#
						C
Highly	Somewhat	Simple				
complex	complex	form--				
form--	form--	easy to				
not likely	difficult	under-				
to be	to under-	stand				
understood	stand					

4.221 Mode of Representation

4.221-Q1 Is the student asked to work with the body of knowledge to be learned in concrete form (enactive representation)? In abstractions, symbols, or words

(iconic representation)? In a set of logical propositions, principles (symbolic representation)? Describe briefly. (See Section 3.0, Content.)

/ / / / /
SN NA UA C

4.221-Q2 What is the frequency of use of the following modes of representation?

Enactive:

/ / / / / / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C

Iconic:

/ / / / / / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C

Symbolic:

/ / / / / / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Never Sometimes Always

4.221-Q3 For the students for whom the materials were designed, the materials are:

/ / / / / / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Totally inappro- Somewhat appropriate Appropriate
priate

4.222 Economy

Note: For analytical purposes, economy in representing a domain of knowledge relates to the amount of information that must be held in mind and processed to achieve comprehension.

4.222-Q1 What is the predominant sequence in which the material is presented? Does the material move from simple to more complex ideas or vice versa? Describe briefly. (See Section 3.0, Content.) Describe how big ideas are to be comprehended from the cues presented.

/ / / / / / / / / / / / / / / /
SN NA UA C

4.222-Q2 To what degree is economy present in the materials?

/ / / / / / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Not present Sometimes present Always present

4.223 Power

Note: For analytical purposes, the effective power of any particular way of structuring a domain of knowledge for a particular learner refers to the generative value of his set of learned propositions.

4.223-Q1 In what way is the material presented to the student so that he can connect what appear to be separate ideas into a whole? In what way is the student given an opportunity to integrate material learned?

/ / / / /
SN NA UA C

4.223-Q2 How much generative value (power) is present in the materials?

/ / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
None A moderate amount A great deal

4.224 Learning Set

4.224-Q How much previous experience does the student need to have with the material in the curriculum, or with related material, before he can successfully work with the material? That is, should he have acquired a particular learning set toward the content?

/ / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
No experience Some experience Extensive experience

4.225 Values

4.225-Q How often is the material likely to be in conflict with the value positions held by the student?

/ / / / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Never Sometimes Always

4.23 Form and Pacing of Reinforcement

4.23-Q1 What feedback mechanisms are provided in the student materials or elsewhere so that the student learns the results of his encounters with the materials? How do the feedback mechanisms provide for reaching the learning goals?

/ / / / /
SN NA UA C

4.23-Q2 Does the author make clear how feedback is to be used in the materials?

/ / / / / / / / / / / / / /
 0 1 2 3 4 5 6 SN NA UA C
 Unclear Moderately Very
 clear clear clear

4.23-Q3 Are the feedback mechanisms provided consistent with the author's theoretical position(s)?

/ / / / / / / / / / / / / /
 0 1 2 3 4 5 6 SN NA UA C
 Inconsis- Sometimes Very
 tent consistent consistent

4.23-Q4 In your judgment, will the feedback mechanisms used help achieve the learning goals?

/ / / / / / / / / / / / / /
 0 1 2 3 4 5 6 SN NA UA C
 Never Sometimes Always

4.231 Feedback: Form, Source, Timing, and Frequency

4.231-Q In the table below, check the appropriate letters to indicate the nature of the feedback described in the materials. Describe any categories marked "Other."

Feedback Form	Timing	Frequency	Source
Written	I ___ D ___	E ___ P ___ 0-1 ___	T ___ P ___ 0-2 ___
Verbal	I ___ D ___	E ___ P ___ 0-1 ___	T ___ P ___ 0-2 ___
Non-verbal	I ___ D ___	E ___ P ___ 0-1 ___	T ___ P ___ 0-2 ___
Physical	I ___ D ___	E ___ P ___ 0-1 ___	T ___ P ___ 0-2 ___
Public	I ___ D ___	E ___ P ___ 0-1 ___	T ___ P ___ 0-2 ___
Private	I ___ D ___	E ___ P ___ 0-1 ___	T ___ P ___ 0-2 ___

I = Immediately after response
 D = Delayed
 E = After every response
 P = Suggested pattern
 0-1 = Other pattern (explain)

T = Teachers
 P = Peers
 0-2 = Other source (explain)

/ / / / / / / / / / / / / /
 SN NA UA C

4.232 Active Participation and Novelty

4.232-Q1 How often are students able to actively participate in the learning process?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6		SN		NA	UA								
Never			Occasionally			Very often													

4.232-Q2 How frequently do students encounter new and novel situations when using the materials?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6		SN		NA	UA								
Never			Occasionally			Very often													

4.233 Punishment

4.233-Q Are the materials designed to be used in such a way that the student is allowed to make mistakes without threat of failure?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6		SN		NA	UA								
Never			Sometimes			Always													

4.234 Student Feedback

4.234-Q How frequently is the student able to give feedback to either the teacher or the author on the use of the materials? (Describe.)

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6		SN		NA	UA								
Means never provided			Means sometimes provided			Means provided contin- uously													

4.24 Retention and Transfer

4.24-Q1 How clear is the author in describing the means whereby students are to retain necessary information during use of the curriculum materials? (Describe.)

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6		SN		NA	UA								
Very obscure			Moderately clear			Very clear													

According to the author, what is the intended proportion of use of:

		0-20%	21-40%	41-60%	61-80%	81-100%
4.31-Q	Teacher-to-Student action					
4.32-Q	Resource-to-Student action					
4.33-Q	Teacher-Student interaction					
4.34-Q	Student-Student interaction					
4.35-Q	Resource-Student interaction					
4.36-Q	Teacher-Student-Resource interaction					

☐ SN ☐ NA ☐ UA ☐ C

4.311 Teacher-to-Student Action

4.311-Q Fill in the chart below.

Modes or Resources	Check those included in the Curriculum Materials Package	Check the frequency of use in this category				
Exposition						
Stories						
Instructional television						
Demonstrations						
Questioning						
Audio tape						
Other (specify)						

	0	1	2	3	4
	Infrequent use		Occasional use		Extensive use

☐ SN ☐ NA ☐ UA ☐ C

4.252 Phases of Cognitive Development

4.252-Q Below, check those phases of cognitive development (categorized according to Jean Piaget) of the students for which the materials were designed. Describe briefly how you arrived at your decision and give an example. (Refer to Section 5.121-Q2.)

Preconceptual (2 to 4 years)	_____	Concrete operations (7 to 11 years)	_____
Intuitive thought (4 to 7 years)	_____	Formal operations (11 to 15 years)	_____
		☐ SN ☐ NA ☐ UA ☐ C	

4.3 Teaching Modes

4.3-Q1 What are the principal teaching modes, as identified by the author, that are to be employed in teaching the materials?

☐ SN ☐ NA ☐ UA ☐ C

4.3-Q2 What terms describing the modes are used by the author, e.g., inquiry, discovery, directed discussion?

☐ SN ☐ NA ☐ UA ☐ C

4.3-Q3 How carefully are the author's terms describing teaching modes defined?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ SN ☐ NA ☐ UA ☐ C
 Not Some Very
 defined definition carefully
 defined

4.31-Q through 4.36-Q

Fill in the chart below for subsections 4.31 through 4.36. When doing the analysis in this section, keep in mind the following question: "When is the teacher or the particular resource essential in the learning situation?" Unless the author makes (or you can make) a strong case for three-way interaction (Teacher-Student-Resource), that row should not be checked.

4.321 Resource-to-Student Action

4.321-Q Fill in the chart below. Check resources included in the Curriculum Materials Package in the first column and the frequency of use of those resources checked in the last column.

Modes or Resources	Included in materials	Frequency of use				
Instructional television						
Student textbook						
Resource books:						
Fiction						
Non-fiction						
Periodicals						
Documents						
Pamphlets						
Essays						
Case studies						
Pictures:						
Color						
Black and White						
Films (8 mm):						
Silent						
Sound						
Color						
Black and White						
Films (16 mm):						
Silent						
Sound						
Color						
Black and White						
Filmloops (8 mm):						
Silent						
Sound						
Color						
Black and White						
Filmstrips:						
With recordings						
Without recordings						
Color						
Black and White						
Slides:						
With recordings						
Without recordings						
Color						
Black and White						

0
Infrequent
use

1
Occasional
use

2
Occasional
use

3
Occasional
use

4
Extensive
use

4.321-Q Continued.

Modes or Resources	Included in materials	Frequency of use				
Records						
Audiotapes						
Videotapes						
Transparencies						
Other (specify)						

0 1 2 3 4
 Infrequent Occasional Extensive
 use use use

/ / / / /
 SN NA UA C

4.331 Teacher - Student Interaction

4.331-Q Fill in the chart below. Check resources included in the Curriculum Materials Package in the first column and the frequency of use of those materials checked in the last column.

Modes or Resources	Included in materials	Frequency of use				
Laboratory						
Discussion						
Question-asking						
Field trips						
Tutoring						
Seminars						
Debate						
Other (specify)						

0 1 2 3 4
 Infrequent Occasional Extensive
 use use use

/ / / / /
 SN NA UA C

4.341 Student-Student Interaction

4.341-Q Fill in the chart below. Check resources included in the Curriculum Materials Package in the first column and the frequency of use of those materials checked in the last column.

Modes or Resources	Included in materials	Frequency of use				
Role-playing						
Games						
Simulations						
Simulation-games						
Group discussion						
Debate						
Plays						
Panels						
Field trips						
Other (specify)						

0 1 2 3 4
 Infrequent Occasional Extensive
 use use use
 / / / /
 SN NA UA C

4.351 Resource-Student Interaction

4.351-Q Fill in the chart below. Check resources included in the Curriculum Materials Package in the first column and the frequency of use of those materials checked in the last column.

Modes or Resources	Included in materials	Frequency of use				
Readings						
Laboratory						
Workbooks						
Non-print media (specify)						
Information retrieval systems (specify)						

0 1 2 3 4
 Infrequent Occasional Extensive
 use use use

4.351-Q Continued.

Modes or Resources	Included in materials	Frequency of use				
Computer assisted instruction		0	1	2	3	4
Programmed instruction						
Artifacts						
Independent study (specify)						
Field trips						
Other (specify)						

0 1 2 3 4
 Infrequent Occasional Extensive
 use use use

/ / / /
 SN NA UA C

4.361 Teacher-Student-Resource Interaction

4.361-Q Fill in the chart below. Check resources included in the Curriculum Materials Package in the first column and the frequency of use of those materials checked in the last column.

Modes or Resources	Included in materials	Frequency of use				
Laboratory		0	1	2	3	4
Non-print media (specify)						
Simulations						
Games						
Simulation-games						
Other (specify)						

0 1 2 3 4
 Infrequent Occasional Extensive
 use use use

/ / / /
 SN NA UA C

5.0 Antecedent Conditions

Information. Antecedent conditions are the conditions which must exist, with respect to pupil, teacher, school, and community in order for the curriculum materials to be successfully implemented.

In this section, the analyst is trying to determine what prior skills and knowledge both the learner and the teacher must possess in order to succeed in achieving the objectives which are intended by use of the curriculum materials. The analyst should also indicate if any unique characteristics and conditions should exist within a school before the materials may be used. In instances where unusual conditions should exist in a community in order for materials to be used with success, these conditions should also be discussed.

Instruction. After completing the rest of Section 5.0, write and insert here an abstract of the section in not more than 100 words.

5.1 Physical Characteristics

5.1-Q1 At what grade level(s) should students be in order to have the most success with these materials?

Grade level(s) _____ / / / /
 SN NA UA C

5.1-Q2 At what grade level(s) should students be in order to have moderate success with these materials?

Grade level(s) _____ / / / /
 SN NA UA C

5.1-Q3 These materials are suited for pupils of what academic status?

/ / / / / / / / /
0 1 2 3 4 SN NA UA C
Slow Average Gifted
learner

5.1-Q4 Indicate with a check mark the success the various groups indicated below might have with the materials.

	No success	Some success	Good Success
Blacks			
Indians			
Jews			
Mexicans			
Orientalis			
Whites			
Others			

/ / / /
 SN NA UA C

5.121 Age

5.121-Q1 Using the Wechsler Adult Intelligence Scale, indicate the intelligence levels that might have success with these materials.

(Defective) below 70	(Border- line) 70-79	(Dull- Normal) 80-84	(Average) 90-109	(Bright- Normal) 110-119	(Superior) 120-129	(Very Superior) above 130
/ / / / / / # / SN NA UA C						

5.121-Q2 At what level of Piaget's taxonomy of development should a student be to successfully use these materials?

Sensorimotor	
Preconceptual	
Intuitive Thought	
Concrete Operations	
Formal Operations	

/ / / / # /
SN NA UA C

5.122 Cognitive Skills

5.122-Q1 In what areas should the student have substantial strength to successfully use these materials?

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation

/ / / / # /
SN NA UA C

5.122-Q2 What previous information must the student have acquired? Are there terms, words, ideas, materials, or phenomena he should be able to recognize or recall?

/ / / / # /
SN NA UA C

5.122-Q3 What communications should the student be able to translate, interpret, or extrapolate before using these materials? Are there terms, words, ideas, materials, or phenomena he should be able to define or explain before beginning his study? Are there symbols he should understand or translate before he begins this course? Should the pupil be able to make estimates or predictions based on trends, tendencies, or other communications before studying these materials?

 / / / /
SN NA UA C

5.122-Q4 What tools should the pupil, without guidance, be able to select and use to study a given situation before using these materials? What generalizations or principles must the student understand and bring to bear upon these materials?

 / / / /
SN NA UA C

5.122-Q5 Should the student be able to break down materials into constituent parts and detect the relationship of these parts and how the parts are organized before using these materials?

 / / / /
Yes No SN NA UA C

5.122-Q6 Should the pupil be able to put elements together, creating a unique communication, before using these materials? That is, should the pupil be able to generalize, hypothesize, or make inferences before using these materials?

 / / / /
Yes No SN NA UA C

5.122-Q7 Should the student be able to make judgments about the worth of some given before using these materials?

 / / / /
Yes No SN NA UA C

5.123 Cognitive Style for Structuring Information

5.123-Q1 Does the pupil need to be of the cognitive nature that learns best through enactive representation of a structure of a discipline? Iconic representation? Symbolic representation? A combination of any two? All three? Check the appropriate spaces in the chart below.

Enactive	Iconic	Symbolic
☐	☐	☐

 / / / /
SN NA UA C

5.123-Q2 Should the pupil be of the nature that learns best by being physically and/or actively involved in a learning situation which is difficult to express in words or diagrams? Should the student be adept at playing roles, games, and/or simulations?

 / /
Yes No

 / / / /
SN NA UA C

5.123-Q3 Should the student be adept at working with maps, graphs, charts, diagrams, etc.?

 / /
Yes No

 / / / /
SN NA UA C

5.123-Q4 Should the pupil be adept at understanding a communication in the form of logical proposition? Should he be a good reader? Should he be a good listener of records, tapes, etc.?

 / /
Yes No

 / / / /
SN NA UA C

5.13 Affective Aspects

5.13-Q1 Should the student have given attitudes that will contribute to the success of studying these materials?

 / /
Yes No

 / / / /
SN NA UA C

5.13-Q2 Should the student have given attitudes that will be changed or reinforced by successful study of these materials?

 / /
Yes No

 / / / /
SN NA UA C

5.13-Q3 In what cases will the student's attitude make a difference in the success of the materials?

Toward school							
Toward learning							
Toward self							
Toward others							
Toward change							

0 1 2 3 4 5 6
Will not Moderate Will
a differ- difference make a
ence difference difference

 / / / /
SN NA UA C

5.15-Q3 What will the teacher expect the students' behavior to be while working with these materials?

 / / / /
SN NA UA C

5.16 Motivational Aspects

5.16-Q1 How motivated will the student need to be to work with these materials?

 / / / / / / / /
0 1 2 3 4 SN NA UA C
Unmo- Moder- Highly
tivated stely motivated
 motivated

5.16-Q2 Will personal achievement and aspirations have anything to do with the student's success with these materials?

 / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Nothing Something A great
 deal

5.16-Q3 Should the student have already determined goals in any of the following categories? Check the appropriate response(s).

	Yes	No
Vocational		
Nonvocational		
Academic		
Nonacademic		

 / / / /
SN NA UA C

5.2 Teacher Characteristics

5.2-Q1 What type of teacher, with respect to academic background, training, and experience will have success in teaching these materials?

 / / / /
SN NA UA C

5.22-Q4 Is other experience besides teaching experience necessary for a teacher to teach these materials successfully?

	Yes	No
Professional		
Non-professional		

/ / / /
SN NA UA C

5.23 Cultural Background

5.23-Q1 Would a given cultural background of a teacher lead to the successful teaching of these materials?

/ / /
Yes No

/ / / /
SN NA UA C

5.23-Q2 What degree of success would teachers from the following ethnic groups have in teaching these materials?

	No success	Moderate success	Great success
Blacks			
Indians			
Jews			
Mexicans			
Orientals			
Whites			
Others			

/ / / /
SN NA UA C

5.24 Socio-Economic Background

5.24-Q What degree of success would teachers from the following socio-economic levels have in teaching these materials?

	No success	Moderate success	Great success
Lower			
Middle			
Upper			

/ / / /
SN NA UA C

5.25 Personality

5.25-Q1 To what extent will the teacher's personality determine success when using these materials?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
None			Some			A great													
						deal													

5.25-Q2 What are personality traits that the teacher should possess to use these materials successfully?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/

5.251 Attitude

5.251-Q1 What attitude should the teacher have toward himself to successfully use these materials?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/

5.251-Q2 What attitude should the teacher have toward students to successfully use these materials?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/

5.251-Q3 What attitude should the teacher have toward others to successfully use these materials?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/

5.251-Q4 What attitude should the teacher have toward change to successfully use these materials?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/

5.3 School

5.3-Q What school conditions are necessary for successful implementation and use of these materials?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/

5.31 Organization

5.31-Q Indicate the extent to which these materials will be successful when used with the following types of organizations:

	No success			Moderate success			Great success		
	0	1	2	3	4	5	6		
Graded school									
Non-graded school									
Multi-graded school									
Self-contained classroom									
Departmental- ized organ- ization									
Team teaching									
Homogeneous class									
Heterogeneous class									
Flexible schedule									
Modular schedule									

 / / / /
SN NA UA C

5.32 Physical Conditions

5.32-Q What physical conditions in the classroom are most conducive to the implementation and use of these materials?

 / / / /
SN NA UA C

5.34 Administrative Support and Assistance

5.34-Q Will administrative support and assistance be an important factor in determining successful use of these materials?

/ 0 / 1 / 2 / 3 / 4 / 5 / 6 / SN / NA / UA / # /
 Not im- Moderately Very
 portant important important

5.4 Community Characteristics

5.4-Q1 What type of community is best suited for the successful teaching of these materials?

/ SN / NA / UA / # /
 C

5.4-Q2 In what geographic areas will the materials be most successful?

/ SN / NA / UA / # /
 C

5.4-Q3 What should the occupational-industrial makeup of the community be to successfully implement these materials?

/ SN / NA / UA / # /
 C

5.4-Q4 What should the social attitudes of a community be to successfully implement these materials?

/ 0 / 1 / 2 / 3 / 4 / 5 / 6 / SN / NA / UA / # /
 Very Middle of Very
 conserva- the road liberal
 tive

5.41 Geographic Characteristics

5.41-Q1 Check the degree of success students will have with these materials in the areas given below.

	No success	Moderate success	Great success
Urban			
Inner City			
Suburban			
Rural			
Other			

/ SN / NA / UA / # /
 C

5.41-Q2 Check below the different degrees of success students will have when using these materials in different geographic areas.

	No success	Moderate success	Great success
North			
Northeast			
East			
Southeast			
Midwest			
Southwest			
West			
Northwest			

/ / / /
SN NA UA C

5.42 Dominant Occupational and Industrial Characteristics

5.42-Q1 If these materials are to be accepted by the community, what occupational groups should dominate the community?

/ / / /
SN NA UA C

5.42-Q2 To what extent will the occupational characteristics of the community affect the successful implementation of these materials?

/ / / / / / / / / /
0 1 2 3 4 5 6
Not at Some A great
all deal

/ / / /
SN NA UA C

5.42-Q3 If these materials are to be accepted by the community, what industries should dominate the community?

/ / / /
SN NA UA C

5.42-Q4 To what extent will the industrial characteristics of the community affect the successful implementation of these materials?

/ / / / / / / / / /
0 1 2 3 4 5 6
Not at Some A great
all deal

/ / / /
SN NA UA C

5.421 Occupational

5.421-Q Indicate with a check mark the occupational group(s) which should make up a community in order for the materials to be successfully implemented.

Blue collar	
White collar	
Management	
Professional	

/ / / /
SN NA UA C

5.422 Industrial

5.422-Q1 Indicate with a check mark the industrial components necessary in a community for successful implementation of these materials.

	Small Indus- trial Business	Small Cor- porations	Large Cor- porations
Agricultural			
Financial			
Industrial			
Retail			
Wholesale			
Other (specify)			

/ / / /
SN NA UA C

5.43 Residents: Static or Mobile

5.43-Q Should the residents be static or mobile, or both, to successfully implement these materials?

/ / / / /
Static Mobile Both SN NA UA C

5.44 Conservative or Liberal

5.44-Q1 What should the economic attitudes of the community be to successfully implement these materials?

/ / / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Very con- Middle of Very
servative the road liberal

5.44-Q2 What should the political attitudes of the community be to successfully implement these materials?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6		SN		NA	UA		#		C				
Very con-		Middle of				Very													
servative		the road				liberal													

5.44-Q3 What are the chances of the materials causing conflict between conservative and liberal elements of the community?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6		SN		NA	UA		#		C				
No chance		Maybe				Sure to													

5.45 Social and Cultural

5.45-Q What social and cultural characteristics should a community reflect in order for these materials to be implemented successfully?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
								SN		NA	UA		#		C				

5.46 Support

5.46-Q1 Will the success of these materials depend on strong community support?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
								SN		NA	UA		#		C				
Yes		No																	

5.46-Q2 What kind of community support will the school system and classroom teacher need to successfully implement these materials?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
								SN		NA	UA		#		C				

5.5 Relationship to Other Aspects of Curriculum

5.5-Q How well do these materials relate to other materials being taught in the existing K-12 curriculum structure?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
								SN		NA	UA		#		C				

5.51 Vertical

5.51-Q1 How well do these materials relate to the preceding year's program?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4				SN		NA	UA		#		C				
Unrela-		Somewhat		Relate															
ted		related		well															

5.51-Q2 Within the analyst's frame of reference, what is the title of the course taught the preceding year in the K-12 curriculum?

Course Title: _____ / SN / NA / UA / C /

5.51-Q3 How well do these materials relate to the succeeding year's program?

/ 0 / 1 / 2 / 3 / 4 / SN / NA / UA / C /
 Unre- Somewhat Relate
 -lated related well

5.51-Q4 Within the analyst's frame of reference, what is the title of the course taught the succeeding year in the K-12 curriculum?

Course Title: _____ / SN / NA / UA / C /

5.52 Horizontal

5.52-Q1 How well do these materials relate to other courses being taught at the same grade level as these materials?

/ SN / NA / UA / C /

5.52-Q2 How well do these materials relate to the following disciplines?

	Unre- lated 0	1	Somewhat related 2	3	Relate well 4
Science					
English					
Math					
P.E.					
Art					
Music					
Other					

/ SN / NA / UA / C /

6.0 Evaluation

Information. In this section the purpose is to use the work of the analyst, along with data from other sources, to arrive at an overall evaluation about the curriculum materials. Some evaluative questions have been asked in other sections. These, combined with other sources of information, will enable the analyst to arrive at the evaluation of the materials. This section is organized so that the analyst will be able to compare his predictions with reported information prior to making internal and external comparisons and recommending uses of the materials.

Instruction. After completing the rest of Section 6.0, write and insert here an abstract of the section in not more than 100 words.

6.1 Sources of Evaluative Data

6.1-Q With respect to the analysis and use of the materials, what primary sources of evaluative data are available?

 / / / /
 SN NA UA C

6.11-Q through 6.17-Q Instruction. Below is a checklist for sources of evaluative data about the materials. Check those sources which apply, give the title(s) of the source(s), and briefly describe each source.

Source	Check Sources Used	Title or Name of Source
6.11-Q <u>The analyst (working from materials)</u>		
6.12-Q1 <u>Other analysts</u>		
6.12-Q2 <u>Evaluators and researchers</u>		
6.13-Q <u>Standard tests</u>		
6.14-Q1 <u>Classroom observations by teachers</u>		
6.14-Q2 <u>Other (specify)</u>		
6.15-Q <u>Out-of-class observations by:</u>		
Teachers		
Administrators		
Parents		
Others (specify)		
6.16-Q <u>Students</u>		
6.17-Q <u>Other (specify)</u>		

 / / / /
 SN NA UA C

6.2 Effects Predicted or Reported

6.2-Q1 In general, what effects of use of the materials would you (the analyst) predict?

 / / / /
SN NA UA C

6.2-Q2 In general, what actual effects of use of the materials were reported by researchers, evaluators, observers, and/or students?

 / / / /
SN NA UA C

6.2-Q3 To what degree do your predictions and the reported effects agree?

 / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
No Some Complete
agree- agree- agree-
ment ment ment

6.2-Q4 In general, how successful in use were the materials reported to be?

 / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Unsuc- Somewhat Very
cessful successful successful

6.21 Success with Students

6.21-Q1 through Q2 How successful are the materials predicted/reported to be with students?

6.21-Q1 Analyst's prediction:

 / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Unsuc- Somewhat Very
cessful successful successful

6.21-Q2 Reported information:

 / / / / / / / /
0 1 2 3 4 5 6 SN NA UA C
Unsuc- Somewhat Very
cessful successful successful

6.211 through 6.214 Student Outcomes

To what extent does the predicted/reported information indicate successful use of the materials with students with respect to the following outcomes?

6.211 Cognitive Outcomes

6.211-Q1 Analyst's prediction:

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
Unsuc-			Somewhat			Very													
cessful			successful			successful													

6.211-Q2 Reported information:

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
Unsuc-			Somewhat			Very													
cessful			successful			successful													

6.212 Affective Outcomes

6.212-Q1 Analyst's prediction:

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
Unsuc-			Somewhat			Very													
cessful			successful			successful													

6.212-Q2 Reported information:

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
Unsuc-			Somewhat			Very													
cessful			successful			successful													

6.213 Psychomotor Outcomes

6.213-Q1 Analyst's prediction:

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
Unsuc-			Somewhat			Very													
cessful			successful			successful													

6.213-Q2 Reported information:

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
Unsuc-			Somewhat			Very													
cessful			successful			successful													

6.214 Social Outcomes

6.214-Q1 Analyst's prediction:

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
Unsuc-			Somewhat			Very													
cessful			successful			successful													

6.214-Q2 Reported information:

0 1 2 3 4 5 6 SN NA UA C

Unsuccessful Somewhat successful Very successful

6.22 Impact on Teachers

What degree of impact is predicted/reported as a result of use of the materials?

6.22-Q1 Analyst's prediction:

0 1 2 3 4 5 6 SN NA UA C

No impact Some impact High impact

6.22-Q2 Reported information:

/ 0 / 1 / 2 / 3 / 4 / 5 / 6 / SN / NA / UA / # /
 No impact Some impact High impact C

6.221 Ease of Use

How easy to use are the materials predicted/reported to be?

6.221-Q1 Analyst's prediction:

0 1 2 3 4 5 6 SN NA UA C

Very difficult to use Somewhat difficult to use Very easy to use

6.221-Q2 Reported information:

Very difficult to use Somewhat difficult to use Very easy to use

6.222 Teacher Training

How much teacher training is predicted/reported to be essential in order to successfully use the materials?

6.222-Q1 Analyst's prediction:

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
Extensive			Some			No													
training			training			training													

6.222-Q2 Reported information:

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
Extensive			Some			No													
training			training			training													

6.23 Impact on Sponsoring Institution

6.23-Q As a result of the curriculum materials project, what is the reported impact on the institution which sponsored the project?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
No			Some			High													
impact			impact			impact													

6.24 Impact on School(s) or School System

6.24-Q What is the predicted/reported impact on the school(s) and/or school system as a result of the use of the curriculum materials?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
No			Some			High													
impact			impact			impact													

6.25 Impact on the Community

6.25-Q What is the predicted/reported impact on the community as a result of the use of the curriculum materials?

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
No			Some			High													
impact			impact			impact													

6.3 Comparisons

In general, how do these curriculum materials compare with respect to the following:

6.3-Q1 Author's intentions:

0	1	2	3	4	5	6	SN	NA	UA	#	C
Incon-			Moderately			Very con-					
sistent			consistent			sistent and					
and in-			and appro-			very ap-					
appropriate			priate			propriate					
throughout			throughout			throughout					

6.3-Q2 Other similar curriculum materials? List those materials used as comparison(s).

0	1	2	3	4	5	6	SN	NA	UA	#	C
Doesn't			Compares			Compares					
compare			favorably			very					
favorably						favorably					

6.3-Q3 Standards of analysts:

0	1	2	3	4	5	6	SN	NA	UA	#	C
Does not			Compares			Compares					
compare			favorably			very					
favorably						favorably					

6.31 Comparison with Author's Intentions

6.31-Q1 In your (the analyst's) judgment, to what extent did the author follow through with his original intentions?

0	1	2	3	4	5	6	SN	NA	UA	#	C
No fol-			Moderate			Very good					
low-			follow-			follow-					
through			through			through					

6.31-Q2 In your (the analyst's) judgment, with what degree of consistency did the author combine the components of his curriculum?

0	1	2	3	4	5	6	SN	NA	UA	#	C
Incon-			Moderately			Very					
sistent			consistent			consistent					

6.311 Consistency

Instruction. In your (the analyst's) judgment, indicate the degree of consistency with which the author carried out his intentions, with respect to the following:

6.311-Q1 Consistency of author's rationale and objectives:

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
Very			Somewhat			Very													
incon-			consistent			consistent													
sistent																			

6.311-Q2 Consistency of author's rationale and his view of the discipline:

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
Very			Somewhat			Very													
incon-			consistent			consistent													
sistent																			

6.311-Q3 Consistency of author's rationale and theory of learning and/or instruction:

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
Very			Somewhat			Very													
incon-			consistent			consistent													
sistent																			

6.311-Q4 Consistency of author's learning and/or instructional theory and teaching strategies:

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
Very			Somewhat			Very													
incon-			consistent			consistent													
sistent																			

6.312 Appropriateness

Instruction. Indicate to what degree the following are appropriate in your (the analyst's) judgment.

6.312-Q1 Author's selected content with his stated objectives:

/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
0	1	2	3	4	5	6													
Very in-			Somewhat			Very													
appropri-			appropriate			appropri-													
ate						ate													

6.312-Q2 Author's selected teaching strategies and the selected content and objectives:

Very in-
appropriate

Somewhat
appropriate

Very
appropriate

SN NA UA C

6.312-Q3 Author's intended user characteristics and the selected strategies, content, and objectives:

0 1 2 3 4 5 6 SN NA UA C

Very in- Somewhat Very
appropriate appropriate appropriate

6.32 With Other Curriculum Materials

Instruction. Compared with other similar curriculum materials, to what extent does the predicted/reported information indicate the following. Note: Give the titles of materials that these materials are being compared with. (See 6.3-Q2 above.)

6.32-Q1 Analyst's prediction about comparative teachability:

0 1 2 3 4 5 6 SN NA UA C

Not teach-able Somewhat teachable Highly teach-able

6.32-Q2 Reported information about comparative teachability:

0 1 2 3 4 5 6 SN NA UA #
Not Somewhat Highly
teach- teach- teach-
able able able
C

6.32-Q3 Analyst's prediction about comparative learnability:

0 1 2 3 4 5 6 SN NA UA #
Not Somewhat Highly
learn- learn- learn-
able able able

6.32-Q4 Reported information about comparative learnability:

0 1 2 3 4 5 6 SN NA UA C

Not Somewhat Highly
learn- learn- learn-
able able able

6.33 With Standards of the Analyst

Instruction. Based on your (the analyst's) standards, indicate to what extent the materials being analyzed are teachable and learnable. Prior to answering the questions below, indicate what your standards are.

6.33-Q1 Teachability:

0	1	2	3	4	5	6	SN	NA	UA	#
Not teach-able			Somewhat teachable			Highly teach-able				C

6.33-Q2 Learnability:

0	1	2	3	4	5	6	SN	NA	UA	#
Not learn-able			Somewhat learnable			Highly learn-able				C

6.4 Recommended Uses

Information. Responses in this section in general will be based on the analysis done in the previous five sections. In particular, it will be helpful to refer to sections 1.2 and 5.0, as well as sections 6.2 and 6.3 to answer the questions in this section.

6.4-Q1 In general, to what degree would you (the analyst) recommend that these materials be used, given the intended uses described in sections 1.2 and 5.0 above?

0	1	2	3	4	5	6	SN	NA	UA	#
Not		Recommended				Highly				
recom-		with quali-				recom-				
mended		fications				mended				

6.4-Q2 To what degree do the sources, other than the analyst, described in 6.1 and 6.2 above, recommend use of the materials?

0	1	2	3	4	5	6	SN	NA	UA	C
Not recommended		Recommended with qualifications				Highly recommended				

6.41 Specific Uses

To what degree are the materials recommended for use with respect to the specific categories listed below?

6.41-Q1 Students:

Analyst's Judgement:

0 1 2 3 4 5 6 SN NA UA C

Outside Source Judgment:

0	1	2	3	4	5	6	SN	NA	UA	C
Not recommended		Recommended with qualifications			Highly recommended					

6.41-Q2 Teachers:

Analyst's Judgment:

0 1 2 3 4 5 6 SN NA ITA C

Outside Source Judgment:

0	1	2	3	4	5	6	SN	NA	UA	C
Not recom- mended		Recommended with quali- fications				Highly recom- mended				

6.41-Q3 Schools:

Analyst's Judgment:

0 1 2 3 4 5 6 SN NA UA C

Outside Source Judgment:

0	1	2	3	4	5	6	SN	NA	UA	C
Not recommended		Recommended with qualifications				Highly recommended				

6.41-Q4 Communities:

Analyst's Judgment:

0 1 2 3 4 5 6 SN NA UA C

Outside Source Judgment:

0	1	2	3	4	5	6	SN	NA	UA	#
Not recom- mended		Recommended with quali- fications				Highly recom- mended				C

6.42 Boundary Conditions

6.42-Q1 Under what specific conditions would you (the analyst) recommend or not recommend the use of the materials?

 / / / / /

SN NA UA C

6.42-Q2 Under what specific conditions do outside sources recommend or not recommend the use of the materials?

$\frac{1}{SN}$ $\frac{1}{NA}$ $\frac{1}{UA}$ $\frac{1}{C}$

7.11 Project Director(s)

7.11-Q1 through Q3 Fill in the name(s) of the I _____
principal person (I) or of two principal persons
(I and II) identified in 7.1-Q3. For these two II _____
persons, check the appropriate spaces below.

7.11-Q1				7.11-Q2				7.11-Q3			
Principal educational affiliation		I	II	Elementary and secondary teaching experience		I	II	Principal professional affiliation		I	II
Elementary	_____	_____	_____	Little or none	_____	_____	_____	Education	_____	_____	_____
Junior high	_____	_____	_____	Moderate	_____	_____	_____	Social science	_____	_____	_____
Senior high	_____	_____	_____	amount	_____	_____	_____	Other academic	_____	_____	_____
School dist.	_____	_____	_____	Great deal	_____	_____	_____	discipline	_____	_____	_____
College/univ.	_____	_____	_____					Other (specify)	_____	_____	_____
State dept.	_____	_____	_____					I	_____	_____	_____
Other (specify)	_____	_____	_____					II	_____	_____	_____
I	_____										
II	_____										
SN	NA	UA	C	SN	NA	UA	C	SN	NA	UA	C

7.12 Other Project Personnel

7.12-Q In addition to the one or two persons named in 7.11, what other professional personnel were closely associated with production of the materials? In general, what kinds of educational and professional affiliations did these persons have when they were affiliated with the project?

SN NA UA C

7.13 Origin of Project

7.13-Q Describe the circumstances which led the project personnel, authors, funding agencies, and/or others to get the project started.

SN NA UA C

7.14 Additional Information

7.14-Q How can additional information about the project be obtained?

SN NA UA C

7.31 Teacher Training

7.31-Q1 What kinds and amounts of teacher training have been done by the project (check appropriate boxes)?

	A moderate amount						A great deal					
	0	1	2	3	4	5	6	SN	NA	UA	#	C
Inservice												
Preservice												
College Teachers												
Other (specify)												

7.31-Q2 Are the teacher-training activities continuing?

Yes, but less extensively _____	Yes, as before _____	No _____
Yes, but more extensively _____	SN	NA
	UA	#
		C

7.32 Printed Information

7.32-Q1 Was a newsletter published by the project? If so, is it still available? If still available, how can the newsletter be obtained?

Was published, still available _____	None published _____
Was published, no longer available _____	SN
	NA
	UA
	#
	C

7.32-Q2 What other kinds and amounts of printed information was(are) available about the project--from the project, authors, publisher, or other sources?

SN	NA	UA	#
			C

7.4 Associated Programs

7.4-Q Describe briefly other materials development projects or programs in which the principal personnel of the project are, or have been, involved. What is the nature of this involvement (principal author, consultant, etc.)?

SN	NA	UA	#
			C

8.0 Background of the Analysis

The purpose of this section is to give information about the background of the analyst(s), the circumstances under which the analysis was done, the reasons for analyzing these particular materials, and the references used by the analyst(s) in performing the analysis.

8.1 Characteristics of the Analyst(s)

In this section, references will be made to the analyst, in the singular. However, if there are two or more analysts, information in Section 8.1 should be given for each of them individually. Throughout the rest of the analysis, if there are two or more analysts working together, it is assumed that they give a single answer to each question, representing a consensus.

8.1-Q1 What is the analyst's educational affiliation?

Elementary	___	Senior high	___	College/university	___
Junior high	___	School district	___	State department	___
Other (specify) _____					/___/
					SN

8.1-Q2 What is the analyst's professional affiliation?

Education	___	Other academic discipline (specify)	_____
Social Science	___	Other (specify)	_____
			/___/
			SN

8.1-Q3 What is the analyst's highest academic degree?

BA or BS	___	MA or MS	___	PhD or EdD	___
Other (specify) _____					/___/
					SN

8.1-Q4 How many curriculum materials analyses has the analyst done prior to this one, using this system or a similar system?

None	___	Two	___	Four	___
One	___	Three	___	Five or more	___
					/___/
					SN

8.11 Identification

8.11-Q1 What is the analyst's name? _____

8.11-Q2 Age? _____

8.11-Q3 Position? (Teacher, consultant, etc.) _____

8.11-Q4 Employer? (Name of school, school district, university, etc., including address) _____

8.12 Formal Education

8.12-Q1 What degrees does the analyst hold?

Institution	Degree(s)	Date

/ /
SN

8.12-Q2 Give the approximate number of semester hours or quarter hours the analyst has taken in his undergraduate and graduate work in the following subject areas:

Education	_____	Pol. Science	_____	Are these	
Anthropology	_____	Psychology	_____	Semester hours?	_____
Economics	_____	Social Psych.	_____	Quarter hours?	_____
Geography	_____	Sociology	_____	Other? (specify)	_____
History	_____	Other social science	_____		

/ /
SN

8.12-Q3 How many years has it been since the analyst has been a full time student enrolled in school?

_____ years / /
SN

8.13 Professional Experience

8.13-Q1 Indicate the number of years the analyst has taught, served as administrator, or served in another capacity at the following levels:

	Teacher	Adminis- trator	Other (specify)
Elementary			
Junior high			
Senior high			
Junior college			
4-year college			

/ / / /
SN NA UA C

SN NA UA C

8.14-Q1 Was the analysis edited by someone other than the analyst? If so, name the editor or editors and describe briefly their positions and organizational affiliations.

Yes No

SN NA UA C

8.14-Q2 How intensive was the editing?

Very light Moderate Very intense

8.2-Q1 Approximately how many man-hours were spent doing this analysis?

_____ hours

SN NA LA C

8.2-Q2 Describe the circumstances under which this analysis was undertaken:

In a workshop _____ In a class _____
In another type _____ As part of the _____
of inservice program _____ duties of an employee _____
Other (specify) _____

SN NA UA #
C

8.21-Q1 Describe the location and the circumstances under which the analyst did the analysis.

$\frac{1}{SV} \quad \frac{1}{NA} \quad \frac{1}{UA} \quad \frac{1}{C}$

8.21-Q2 How favorable or unfavorable were the circumstances under which the analyst did the analysis, from the standpoint of producing a good analysis?

0	1	2	3	4	5	6	SN	NA	UA	#	C
Very unfavorable			Somewhat favorable			Very favorable					

8.22 Time

8.22-Q1 Estimate the number of man-hours devoted to each of the following phases of the analysis:

Becoming familiar with the CMAS	Becoming familiar with the materials	Doing each of the sections								Total man-hours
		1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	

SN	NA	UA	#	C
----	----	----	---	---

8.22-Q2 What was the total elapsed calendar time from the time the analyst started the analysis until he finished it?

_____ days or _____ months	SN	NA	UA	#	C
----------------------------	----	----	----	---	---

8.22-Q3 Was the time spent on the analysis sufficient to produce a good analysis with which the analyst feels reasonably satisfied?

0	1	2	3	4	5	6	SN	NA	UA	#	C
Much too short			Fairly adequate			Very adequate					

8.23 Instruction

8.23-Q1 Was the analyst working under the guidance or supervision of another person or persons? If so, identify the person(s) and his position.

Yes	No	SN	NA	UA	#	C
-----	----	----	----	----	---	---

8.23-Q2 If the answer to 8.23-Q1 is "yes," indicate how adequate the guidance or supervision was.

0	1	2	3	4	5	6	SN	NA	UA	#	C
Very inadequate			Average			Very adequate					

8.3 Selection of Materials

8.3-Q Was there any reason why the analyst chose these particular materials to analyze, such as previous familiarity with them or plans to teach them in the future? If so, describe the reason briefly.

 / / / /
Yes No SN NA UA # C

8.4 References

In Section 1.6, references are given which should help the reader of the analysis learn more about the materials. In Section 7.32, references are given which contain additional information about the project which produced the materials. In this section, the analyst should note references that he found particularly helpful in understanding and applying the analysis system.

8.4-Q If the analyst used any references which helped him understand and apply the analysis system to these materials, indicate those—two or three at the most—which were most helpful.

 / / / /
SN NA UA # C

8.41 Detailed References

8.41-Q1 Did the analyst refer to any additional writings by the author, beyond the materials package? If so, cite the reference or references and say briefly whether and why each of them was useful.

 / / / /
Yes No SN NA UA # C

8.41-Q2 Did the analyst refer to any additional writings about the materials, other than writings by the author? If so, cite the reference or references and say briefly whether and why each of them was useful.

 / / / /
Yes No SN NA UA # C

8.41-Q3 Did the analyst consult any references about particular aspects of the analysis system, such as references on values, educational objectives, or curriculum theory? If so, cite the references and say briefly whether and why each of them was useful.

 / / / /
Yes No SN NA UA # C

8.5 Attitudes and Opinions of the Analyst

These questions are to be answered by the analyst after he has completed the entire analysis.

8.5-Q1 How adequately does the analyst think his analysis represents the materials analyzed?

_____ / 0 1 2 3 4 5 6 _____ SN _____ NA UA _____ C
 Very Moderately Very
 inadequately adequate adequately

8.5-Q2 How does the analyst feel about the system used to make this analysis (the CMAS)?

0 1 2 3 4 5 6 SN NA UA C
 Very Ambivalent Very
 negative positive

8.51 Detailed Attitudes and Opinions

8.51-Q1 In what respects, if any, does the analyst feel his analysis fails to give a good representation of the materials?

 / / / /

SN NA UA C

8.51-Q2 What weaknesses are there in this analysis system and what suggestions does the analyst have for improving it?

 / / / /

SN NA UA C

APPENDIX B

QUESTIONS FROM THE CMAS (LONG FORM)

BELOW THE THREE DIGIT LEVEL

	ACP	EDC	MATCH	PSS	ACSP	HSGP
2.111 <u>Innate Morality</u>						
Q Does the author believe that individuals are naturally good (and may be made less good by life experiences), bad (and may be made better by life experiences), or neutral (with goodness and badness being determined by life experiences)? (naturally very bad - naturally neutral - naturally very good, 0-6)	UA	UA	UA	UA	UA	UA
2.112 <u>Learning Capabilities</u>						
Q To what extent is learning ability fixed and limited at birth, placing narrow limits on the individual's future achievements, according to author? (strictly determined at birth - moderately flexible - highly flexible and malleable, 0-6)	UA	UA	UA	UA	UA	UA

	ACP	EDC	MATCH	PSS	ACSP	HSGP
2.113 <u>Creativity</u>						
Q To what extent is creativity fixed and limited at birth, placing narrow limits on the individual's future achievements, according to the author? (strictly determined at birth - moderately flexible - highly flexible and malleable, 0-6)	UA	UA	UA	UA	UA	UA
2.114 <u>Aspirations</u>						
Q To what extent are the individual's aspirations to intellectual, artistic, social, and vocational attainment fixed and limited at birth, according to the author? (strictly determined at birth - moderately flexible - highly flexible and malleable, 0-6)	UA	UA	UA	UA	UA	UA

	ACP	EDC	MATCH	PSS	ACSP	HSGP
2.115 <u>Individual Differences</u>						
Q To what extent must curriculum developers take account of individual differences (in learning capabilities, creativity, aspirations, etc.) in planning learning activities, according to the author? (not at all - to some extent - to great extent, 0-6)	UA	3	UA	4	3	3
2.121-Q through 2.1215-Q						
To what extent does the author think that a goal of education should be to help students become: (not at all - to some extent - to great extent, 0-6)						
Q1 Scholars and creators of knowledge?	UA	UA	UA	UA	UA	UA
Q2 Skilled in scientific method?	"	"	"	"	"	"
Q3 Learners of existing knowledge?	"	"	"	"	"	"
Q4 Acceptors of existing knowledge?	"	"	"	"	"	"
Q5 Questioners of existing knowledge?	"	"	"	"	"	"
						621

	ACP	EDC	MATCH	PSS	ACSP	HSGP
Q6 Learners of existing values?	UA	UA	UA	UA	UA	UA
Q7 Acceptors of existing values?	"	"	"	"	"	"
Q8 Questioners of existing values?	"	"	"	"	"	"
Q9 Solvers of personal problems?	"	"	"	"	"	"
Q10 Solvers of social problems?	"	"	"	"	"	"
Q11 Social activists?	"	"	"	"	"	"
Q12 Appreciators of the good, the true, and/or the beautiful?	"	"	"	"	"	"
Q13 Skilled in finding and holding jobs?	"	"	"	"	"	"
Q14 Creative, divergent thinkers?"	"	"	"	"	"	"
Q15 Social scientists?	"	"	"	"	"	"

2.131 Innate Morality

Q To what extent is society naturally or innately good or bad, according to the author? (innately very bad - neutral - innately very good, 0-6)

"

"

"

"

"

"

"

"

"

"

	ACP	EDC	MATCH	PSS	ACSP	HSGP
--	-----	-----	-------	-----	------	------

2.132 Flexibility

Q To what extent is society flexible and easy to change? (rigid and difficult to change - moderately flexible - very flexible, 0-6)

(unanswerable as stated)

2.133 Range of Choice of Types of Society

Q Is there a limited number of types of society--for example, democracy, communism, and anarchy--among which man may (or must?) choose? Or is there an unlimited number of types of society from which man may choose? (very few types - moderate number - unlimited number, 0-6)

(unanswerable as stated)

2.141 Continuity and Stability

Q1 To what extent is society used to create and maintain continuity and stability, according to the author? (not at all - to some extent - to great extent, 0-6)

UA UA UA UA UA UA

	ACP	EDC	MATCH	PSS	ACSP	HSGP
2.141 Q2 To what extent <u>should</u> society be used to create and maintain continuity and stability? (not at all - to some extent - to great extent - 0-6)						(unanswerable as stated)
2.142 <u>Criticism and Improvement</u> Q1 To what extent is criticism of and change in society fostered, in the hope of continuously improving society? (not at all - to some extent - to great extent, 0-6)						(unanswerable as stated)
Q2 To what extent <u>should</u> criticism of and change in society be fostered, in the hopes of continuously improving society? (not at all - to some extent - to great extent, 0-6)						(unanswerable as stated)

		ACP	EDC	MATCH	PSS	ACSP	HSGP
2.143	<u>Utopian Potential</u> Q How likely is it that society can and will eventually approach a Utopian state? (impossible - possible but unlikely - possible and very likely, 0-6)						
	(unanswerable as stated)						
2.151	<u>Conflict Between Society and the Individual</u> Q To what extent is the individual necessarily and continuously in conflict with society, according to the author? (little or no conflict - moderate conflict - much necessary and continuous conflict, 0-6)	UA	UA	UA	UA	UA	UA
2.152	<u>Society as Aid to Individual</u> Q1 To what extent does society facilitate achievement of the goals of the individual? (not at all - to some extent - to great extent, 0-6)						
	(unanswerable as stated)						

	ACP	EDC	MATCH	PSS	ACSP	HSGP
2.152	Q2 To what extent <u>should</u> society facilitate achievement of the goals of the individual? (not at all - to some extent - to great extent, 0-6)					(unanswerable as stated)
2.153	<u>Individual as Aid to Society</u> Q1 To what extent <u>does</u> the individual facilitate achievement of the goals of society? (not at all - to some extent - to great extent, 0-6)					(unanswerable as stated)
	Q2 To what extent <u>should</u> the individual facilitate achievement of the goals of society? (not at all - to some extent - to great extent, 0-6)					(unanswerable as stated)
2.154	<u>Influence of Society on the Individual</u> Q To what extent does society shape the knowledge, values, and actions of the individual? (not at all - to some extent - to great extent, 0-6)					(unanswerable as stated)

	ACP	EDC	MATCH	PSS	ACSP	HSGP
2.155 <u>Influence of the Individual on Society</u>						
Q To what extent does the individual influence the form, modes of operations, actions, and goals of society? (not at all - to some extent - to great extent, 0-6)						
(unanswerable as stated)						
2.411 <u>Memory Q1 - Q3</u>						
To what extent do the materials specifically point toward achievement of the following memory objectives? (little or none - to a moderate extent - to a great extent, 0-6)						
Q1 <u>Memory of specifics such as terminology and facts</u>	5	3	2	3	4	3
Q2 <u>Memory of ways and means of dealing with specifics such as rules, processes, classifications, criteria, and methodology</u>	3	3	3	3	4	3
Q3 <u>Memory of universals and abstractions, such as principles, generalizations, structures, and theories</u>	3	4	4	5	4	5
						627

		ACP	EDC	MATCH	PSS	ACSP	HSGP
2.412	<u>Comprehension Q1 - Q3</u> To what extent do the materials specifically point toward achievement of the following comprehension objectives? (little or none - to a moderate extent - to a great extent, 0-6)						
	Q1 <u>Translation</u> into other words or other communication forms	4	3	3	3	3	3
	Q2 <u>Interpretation</u> , such as explaining or summarizing a communication	3	5	6	5	4	5
	Q3 <u>Extrapolation</u> ; extending trends or tendencies beyond given data	3	4	6	5	4	5
2.413	<u>Application</u> Q To what extent do the materials specifically point toward achievement of the application objective? (little or none - to a moderate extent - to a great extent, 0-6)						
		3	4	5	4	4	4

		ACP	EDC	MATCH	PSS	ACSP	HSGP
--	--	-----	-----	-------	-----	------	------

2.414 Analysis Q1 - Q3

To what extent do the materials specifically point toward achievement of each of the following analysis objectives? (little or none - to a moderate extent - to a great extent, 0-6)

Q1 Analysis of elements; break-down into constituent parts

4 3 6 4 4

Q2 Analysis of relationships; connections and interactions between elements and parts

3 4 6 4 5

Q3 Analysis of organizational principles; structures and arrangements which hold the parts together

3 5 6 5 5

2.415 Synthesis Q1 - Q3

To what extent do the materials specifically point toward achievement of each of the following synthesis objectives? (little or none - to a moderate extent - to a great extent, 0-6)

Q1 Production of a unique communication, conveying ideas, feelings, or experiences to others

3 5 6 5 4

629

	ACP	EDC	MATCH	PSS	ACSP	HSGP
2.415 Q2 <u>Production of a plan, or proposed set of operations, to fulfill requirements of a specified task</u>	3	5	5	5	4	5
Q3 <u>Derivation of a set of abstract relationships to explain data or phenomena; hypothesizing</u>	3	5	6	6	4	5
2.416 <u>Evaluation Q1 - Q2</u> To what extent do the materials specifically point toward achievement of each of the following evaluation objectives? (little or none - to a moderate extent - to a great extent, 0-6)						
Q1 <u>Judgments in terms of internal evidence, such as logic and consistency</u>	4	5	5	5	4	5
Q2 <u>Judgments in terms of external criteria set or selected by the student</u>	2	5	5	5	3	5

		ACP	EDC	MATCH	PSS	ACSP	HSGP
3.111	<u>Facts</u>						
	Q1 How does the author define facts?	UA	UA	UA	UA	UA	UA
	Q2 How does the author use facts?						
	1. to build concepts.						
	2. to present data from the discipline	2	1	1	1	1 & 2	1
3.112	<u>Concepts</u>						
	Q1 How does the author define a concept?	UA	UA	UA	UA	UA	UA
	Q2 How does the author use a concept?						
	1. to build generalizations						
	2. to teach basic ideas of the discipline	2	1	1	1	1 & 2	1
	Q3 What does the author view as the major concepts of his discipline?	UA	UA	UA	UA	UA	UA

		ACP	EDC	MATCH	PSS	ACSP	HSGP
3.113	<u>Generalizations</u>						
	Q1 How does the author define a generalization?	UA	UA	UA	UA	UA	UA
	Q2 How does the author use a generalization?						
	1. to build theory and principles						
	2. to teach broad and abstract ideas pertaining to the discipline	1	2	2	2	1	2
	Q3 Are there any generalizations that the author views as essential for understanding his discipline? (Yes - No)	Yes	Yes	Yes	Yes	Yes	Yes
3.114	<u>Theory</u>						
	Q1 How does the author define theory?	UA	UA	UA	UA	UA	UA
	Q2 How does the author use theories?						
	1. A relationship among facts						
	2. A structure of concepts	1	2	2	2	1	2
	3. Explanation of structure						

	ACP	EDC	MATCH	PSS	ACSP	HSGP
3.114 Q3 Are there any theories the author views as essential for understanding his discipline? (Yes - No)	Yes	Yes	Yes	Yes	Yes	Yes
3.115 <u>Major Processes</u>						
Q What does the author view as the major processes of his discipline?						
Sampling						
Observing	x				x	
Measuring						
Discovering			x			
Generalizing		x		x		x
Verifying						

	ACP	EDC	MATCH	PSS	ACSP	HSGP
3.121 Facts						
Q1 How much emphasis does the material place on facts? (no emphasis - some emphasis - great emphasis, 0-6)	6	4	4	3	5	4
Q2 What degree of importance is placed on facts in the materials? (unimportant by themselves; need to be related to something - moderately important - extremely important in and of themselves, 0-6)	6	3	3	3	5	3
Q3 What kinds of facts receive emphasis in the materials? (trivial - moderately important - very important, 0-6)	4	4	4	4	4	4
Q4 To what extent is the student expected to make use of facts? (no use - some use - extensive use, 0-6)	5	5	5	5	5	5
Q5 Are there factual errors in the materials? (many errors - some errors - no errors, 0-6)	2	3	3	3	3	3
						634

	ACP	EDC	MATCH	PSS	ACSP	HSGP
3.121 Q6 How up-to-date are the materials? (outdated - somewhat dated - up-to-date, 0-6)	5	5	5	5	5	5
3.122 <u>Major Concepts</u>						
Q1 How much emphasis do the materials place on concepts? (no emphasis - some emphasis - great emphasis, 0-6)	4	5	3	5	5	4
Q2 What degree of importance is placed on concepts in the materials? (unimportant - moderately important - extremely important, 0-6)	4	5	4	5	5	4
Q3 To what extent is the student expected to use concepts? (no use - some use - extensive use, 0-6)	3	5	4	5	5	4

3.122 Q4 What are the concepts emphasized? List them. Give the essential or significant attributes of each concept.

ACP

This project does not list concepts. It does list some objectives, rationale, and a large amount of vocabulary. The vocabulary contains some essential concepts, such as: culture variation, enculturation, kinship, ritual, supernatural, artifact, tribe, etc.

EDC

The concepts were not listed or identified in MACOS, however, the material did present such concepts as: similarities among men, life cycle, environment and behavior, innate and learned behavior, natural selection, variation, structure and function, animal communication, division of labor.

MATCH

The MATCH material did not identify or list concepts. The materials only listed objectives and procedures.

PSS

This project does not identify or list concepts but such concepts as culture, social organization, social process, location, site, etc. are included.

ACSP

The four units in ACSP do not specifically identify lists of concepts but each unit contained many concepts.

"Studying Societies" included these concepts: status, adaptation, hunter-gatherers, role, customs, non-verbal communication, legal status, moral status, popular status, and kinship.

"Origins of Humanness" included these concepts: anatomical structures, variations, isolation/gene flow, speciation, natural selection, mutation, genetic drift, individual behavior, migration, human types, magic, etc.

"The Emergence of Complex Societies" included these concepts: status systems, distribution of wealth, sovereignty, social control, leadership, plant and animal domestication, social class, institutions, tribes and chiefdoms.

"Modernization and Traditional Societies" included these concepts: class systems, food producers, subculture, the state, household, local traditions, civilization, etc.

This project did not list or identify concepts, however, culture spread, culture change, migration, communication of ideas, and customs were included in the material.

654

3.123 Q4 If the answer is "Yes" for 2.123-Q3, list the generalizations presented in the materials.

ACP None listed.

EDC Some generalizations, such as the universality of man, were implied but not listed.

MATCH None listed.

PSS The project listed several geographic generalizations and several anthropological generalizations. The anthropological generalizations included:

Every society has a somewhat different way of living in families.

Although family functions vary from one society to another, from one group to another within a society, and over time, a number of common functions are of importance in many families.

In order to achieve their purpose, families delegate responsibilities and rights; they assign certain role behaviors to family members on the basis of age and sex.

Although the culture is always changing, certain parts or elements may persist over long periods of time.

Ways of living in families are learned.

ACSP This project stresses society.

HSGP None are listed but the project stresses the unification of world cultures.

		ACP	EDC	MATCH	PSS	ACSP	HSGP
3.123	Q5 To what degree do the students devise any generalizations of their own? (never - some-times - always, 0-6)	1	4	5	5	4	5
	Q6 To what degree is the student expected to use the generaliza-tions? (no use - some use - extensive use, 0-6)	1	4	5	4	3	4
	Q7 To what degree do the general-izations represent the essence of any discipline(s)? (non-essential to discipline - some-what essential - very essential to discipline, 0-6)	5	5	5	5	5	5
3.124	<u>Theory</u>						
	Q1 How much emphasis do the materials place on theory? (no emphasis - some emphasis - great emphasis, 0-6)	1	3	3	3	3	3
	Q2 What degree of importance is placed on theory in the materials? (unimportant - moderately important - extremely important, 0-6)	1	3	3	3	3	3
							639

3.124	Q3	Are there theories provided in the materials? (Yes - No)	ACP	EDC	MATCH	PSS	ACSP	HSGP
			Yes	Yes	No	No	Yes	Yes

Q4 If the answer is "Yes" in 3.124-Q3, list the theories presented in the materials.

ACP The theories of evolution and biological change were included.

EDC The theories found in evolution and biological change were implied.

MATCH None stated specifically.

PSS None stated specifically.

ACSP The theories of evolution and biological change were included.

HSGP Some theories involving cultural change, diffusion, and unification of culture were included.

	ACP	EDC	MATCH	PSS	ACSP	HSGP
Q5 To what degree do the students devise theories of their own? (never - sometimes - always, 0-6)	1	4	5	3	3	4

		ACP	EDC	MATCH	PSS	ACSP	HSGP
3.124	Q6 To what degree is the student expected to use the theories? (no use - some use - extensive use, 0-6)	1	3	4	2	2	3
	Q7 To what degree do the theories represent the essence of any discipline(s)? (non-essential to discipline - somewhat essential - very essential to discipline, 0-6)	5	4	0	4	6	4
3.125	Major Constructs						
	Q1 How much emphasis do the materials place on the use of constructs? (no emphasis - some emphasis - great emphasis, 0-6)	1	3	3	2	3	3
	Q2 How important are the constructs which are emphasized? (unimportant - moderately important - extremely important, 0-6)	2	3	3	2	3	3
	Q3 To what degree is the student supposed to make use of constructs? (no use - some use - extensive use, 0-6)	1	3	4	2	3	3

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3.126	Major Processes	ACP	EDC	MATCH	PSS	ACSP	HSGP
	Q1 To what degree do the materials stress the following processes? (no emphasis - some emphasis - great emphasis, 0-4)						
	Sampling	2	2	4	1	2	2
	Observing	2	2	4	2	3	3
	Measuring	0	0	4	3	3	3
	Discovering	0	2	4	3	3	3
	Generalizing	0	2	4	3	3	3
	Verifying	0	0	2	3	3	3
	Q2 At what level does the student learn each of these processes? (1.0 knowing - 2.0 understanding - 3.0 doing)						
	Sampling	1.0	2.0	3.0	1.0	2.0	2.0
	Observing	NA	2.0	3.0	2.0	2.0	2.0
	Measuring	NA	NA	3.0	NA	2.0	2.0
	Discovering	NA	2.0	3.0	2.0	2.0	2.0
	Generalizing	NA	2.0	3.0	2.0	2.0	3.0
	Verifying	NA	NA	2.0	2.0	2.0	3.0

	ACP	EDC	MATCH	PSS	ACSP	HSGP
3.221 <u>Approach</u>						
Q1 <u>Indoctrination.</u> Do the materials convey attitudes, beliefs, and values without going through the route of reason or persuasion? (never - sometimes - always, 0-6)	3	3	3	3	3	3
Q2 <u>Clarification.</u> Do the materials encourage the student to make values specific and find where he stands on them? (never - sometimes - always, 0-6)	3	3	3	5	3	5
Q3 <u>Analysis.</u> Do the materials encourage the student to investigate how values are formed, how they are related to each other, and what their implications are? (never - sometimes - always, 0-6)	3	3	3	5	3	5
Q4 <u>Commitment.</u> Do the materials encourage the student to take a clear stand on value issues and to defend and act on these values? (never - sometimes - always, 0-6)	3	3	3	4	3	4
						643

		ACP	EDC	MATCH	PSS	ACSP	HSGP
3.222	Performance Levels Q1 - Q5						
	How often do the materials encourage the student to perform on each of the following levels? (never - sometimes - always - 0-6)						
	Q1 Receiving	5	5	5	5	5	5
	Q2 Responding	4	4	4	4	4	4
	Q3 Valuing	3	4	3	4	3	4
	Q4 Organizing	1	1	1	2	1	2
	Q5 Characterization	0	0	0	2	0	2
4.111	Stimuli-Response Patterns						
	Q Does the author describe the sequence in which stimuli and expected responses are supposed to occur? (Yes - No)	No	No	No	No	No	No
4.112	Reinforcement						
	Q What importance does the author give to the use of reinforcement techniques? (unimportant - moderately important - very important, 0-6)	3	3	3	3	3	3

	ACP	EDC	MATCH	PSS	ACSP	HSGP
4.113 Shaping						
Q What importance does the author give to the use of shaping techniques? (unimportant - moderately important - very important, 0-6)	UA	UA	UA	UA	UA	UA
4.121 Perception						
Q What is the author's view and what is the analyst's view of the importance of the following perceptual modes in learning: (unimportant - moderately important - very important, 0-6)						
Visual	4	5	5	4	3	3
Author Analyst	4	5	5	4	3	3
Auditory	6	3	3	4	3	3
Author Analyst	6	3	3	4	3	3
Kinesthetic	0	0	0	0	0	0
Author Analyst	0	0	0	0	0	0
Tactile	3	4	6	5	5	2
Author Analyst	3	4	6	5	5	2

		ACP	EDC	MATCH	PSS	ACSP	HSGP
4.122	<u>Insight</u>						
	Q To what degree does the author rely on student insight to solve problems presented in the materials? (no insight necessary - moderate degree of insight necessary - high degree of insight necessary, 0-6)	1	5	6	4	4	5
4.123	<u>Level of Aspiration</u>						
	Q What importance does the author/analyst attach to the student's level of aspiration in order to successfully use the materials? (unimportant - moderately important - very important, 0-6)						
	Author	5	3	3	1	3	3
	Analyst	5	3	3	1	3	3

		ACP	EDC	MATCH	PSS	ACSP	HSGP
4.124	<u>Social Learning</u>						
	Q What importance does the author/analyst attach to the social situation in which learning is to take place? (unimportant - moderately important - very important - 0-6)						
	Author	2	3	6	3	3	4
	Analyst	2	3	6	3	3	4
4.125	<u>Individual Differences</u>						
	Q What importance does the author/analyst attach to individual differences between students? (unimportant - moderately important - very important, 0-6)						
	Author	2	3	0	4	3	4
	Analyst	2	3	0	4	3	4

4.131	Needs	ACP	EDC	MATCH	PSS	ACSP	HSGP
	Q What is the author's view, as evidenced explicitly or implicitly in these materials, and what is the analyst's view of the importance of the following student needs? (unimportant - moderately important - very important, 0-6)						
	Self-actualization	1	4	4	3	3	4
	Author Analyst	1	4	4	3	3	4
	Esteem	1	4	4	3	3	4
	Author Analyst	1	4	4	3	3	4
	Love and belonging	1	4	4	3	3	4
	Author Analyst	1	4	4	3	3	4
	Safety	1	4	4	3	3	4
	Author Analyst	1	4	4	3	3	4
	Physiological	1	4	4	3	3	4
	Author Analyst	1	4	4	3	3	4
	Other (specify)	0	0	0	0	0	0
	Author Analyst	0	0	0	0	0	0

4.132 Q Give a brief description of your (the analyst's) view of motivation and the author's view of motivation as evidenced in the materials.

ACP

The student is motivated by the teacher and the materials. The materials include some unit tests which require basic knowledge of the materials.

EDC

The student is motivated by the materials. The materials are based upon an inquiry model which is aimed at developing natural student curiosity. The materials also provide a great variety of experience for the student.

MATCH

The student is motivated by both the materials and the small group or team with which he works. The variety of artifacts and the discovery strategy also motivate the student.

PSS

Student motivation is incorporated in the strategy of the units which stresses hypothetical skills. The student also experiences a variety of materials and stories.

ACSP

The student is motivated in the usual ways of traditional materials with the added feature of a great variety of materials and activities.

HSGP

The inquiry strategy of the unit should stimulate student interest.

		ACP	EDC	MATCH	PSS	ACSP	HSGP
4.211	Previous and Present Levels of Experience and Learning						
	Q To what extent does the author consider the student's (never considered - sometimes considered - always considered, 0-6)						
	Present level of learning	4	3	1	4	3	3
	Previous level of learning	4	3	1	4	3	3
	Present level of experience	4	3	1	4	3	3
	Previous level of experience	4	3	1	4	3	3
4.212	Interest						
	Q1 How are interest and curiosity aroused in the student?						
	1. no specific way						
	2. discovery-inquiry model	1	2,3,4	2,3,4	2,3,4	2,3,4	2,3
	3. through project activities						
	4. exposure to a variety of materials						

	ACP	EDC	MATCH	PSS	ACSP	HSGP
4.212 Q2 From my analysis of the materials it appears that student interest will: (drop off frequently throughout the use of the materials - be somewhat maintained throughout use of the materials - be highly maintained throughout use of the materials, 0-6)	0	6	6	5	4	5
4.213 Goals						
Q1 Learning goals are established by: (never - sometimes - always, 0-6)						
The student	1	0	0	3	0	0
The teacher	5	0	0	5	0	0
Students and teachers cooperatively	1	3	0	3	0	3
Other (specify) the materials	5	4	5	3	5	4
Q2 To what extent do students proceed at their own individual pace toward the established goals? (not at all - sometimes - always, 0-6)	2	3	1	3	2	1
						651

	ACP	EDC	MATCH	PSS	ACSP	HSGP
4.214 Grouping						
Q1 How are students to be deployed (grouped) in the learning situation?						
Large groups	x					
Small groups			x			
Both large and small groups		x		x	x	x
Q2 In using these materials in the classroom it appears that: (no variety of grouping is possible - some variety of grouping is possible - a wide variety of ways students can be grouped, 0-6)	1	5	NA	5	3	'5
4.215 Attitudes						
Q1 How does the author attempt to develop in the student a particular attitude toward learning?						
ACP	The project does not specifically aid the student in developing positive attitudes toward learning. It does contain the potential of developing negative attitudes toward learning.					
EDC	Positive attitudes toward learning should result because of the project's strategies and variety.					

- MATCH** Positive attitudes toward learning should emerge as students are free to work in groups with a variety of interesting material.
- PSS** The hypothetical strategy should result in positive attitudes with students, especially when combined with a variety of materials.
- ACSP** The variety of materials offered in this project combined with anthropological topics should result in more positive student attitudes.
- HSGP** The strategy of inquiry should result in more positive attitude toward learning.

		ACP	EDC	MATCH	PSS	ACSP	HSGP
4.215	Q2 How much emphasis does the author put on developing in students a positive attitude toward learning? (no emphasis - moderate emphasis - great emphasis, 0-6)	1	5	5	5	3	5

4.221 Mode of Representation

- Q1** Is the student asked to work with the body of knowledge to be learned in concrete form (enactive representation)? In abstractions, symbols, or words (iconic representation)? In a set of logical propositions, principles (symbolic representation)? Describe briefly. (See section 3.0 Content).

ACP The student is asked to learn in a concrete form as he works with terms that are to be memorized in the same basic form presented in the materials.

EDC

The student is required to handle some abstractions as well as logical propositions and principles as he draws generalizations about man and his institutions, as well as man's relationship with his environment.

MATCH

The student works with abstractions and logical propositions as he recreates a past culture from fragmentary evidence found at an archaeological site.

PSS

The student works with some abstractions and logical principles in his attempt to hypothesize about cultural settings and events.

ACSP

To some degree the student must be able to learn these materials in concrete form, but he also must handle abstractions and logical propositions. The factual data are essential in dealing with cultural concepts and generalizations. The methodology of the anthropologist is stressed in dealing with anthropological considerations.

HSGP

These materials are more concerned with abstracts and logical proposition than they are with concrete regurgitation of the materials. Students are asked to go beyond the factual data to speculate on cultural considerations.

		ACP	EDC	MATCH	PSS	ACSP	HSGP
4.221	Q2 What is the frequency of use of the following modes of representation? (never - sometimes - always, 0-6)						
	Enactive	5	2	5	3	4	4
	Iconic	3	3	2	3	3	2
	Symbolic	2	4	5	3	4	4
	Q3 For the students for whom the materials were designed, the materials are: (totally inappropriate - somewhat inappropriate - appropriate, 0-6)	3	5	5	5	5	5

4.222 Economy

Q1 What is the predominant sequence in which the material is presented? Does the material move from simple to more complex ideas or vice versa? Describe briefly. (See Section 3.0, Content). Describe how big ideas are to be comprehended from the cues presented.

ACP

The materials in this project are sequential by grades. The student learns basic concepts in the lower grades which are reinforced in the upper grades but in a more complex form.

EDC

The material began with a study of "simple" animal life without complex social order and moved to more complex types and orders until man is introduced. Thus the concepts and material move from simple to complex forms and concepts.

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4.222 MATCH

Fragments or parts of the units are given to student teams. Teams reassemble their assigned materials until they are satisfied that they have a complete enough picture of that part. The teams meet as a class and the parts are assembled by the class to give a whole picture of a Greek household.

PSS

The project uses a K-12 cultural centered curriculum in a social studies program. The lower grade children study cultural families; later the student progresses to community studies, and then to a study of basic institutions (economic systems, etc.)

ACSP

The first unit of the course serves as the foundation for the other three units. The student also moves from "primitive" man and societies to complex modern societies.

HSGP

The unit traces concept development from its origin through stages of development, change and spread.

	ACP	EDC	MATCH	PSS	ACSP	HSGP
Q2 To what degree is economy present in the materials? (not present - sometimes present - always present, 0-6)	2	4	4	4	3	4

4.223 Power

Q1 In what way is the material presented to the student so that he can connect what appear to be separate ideas into a whole? In what way is the student given an opportunity to integrate material learned?

ACP

The author believes that learning factual data will proceed to concept formation. However the student may not go on to the conceptual level. The sequential course should eventually lead to learning basic concepts.

EDC

What is learned by studying lower forms of animal life may be re-applied to higher forms and eventually to man.

MATCH

Teams present their results to the class. The class applies each team's ideas to building a complete picture of a Greek household.

PSS

The student studies a variety of cultural settings and draws conclusions and generalizations about man.

ACSP

Students are trained to look for patterns in man's behavior from one setting to another as he adjusts from a "primitive" to "modern" environment.

HSGP

Cultural patterns are studied and students are asked to apply basic knowledge to new situations.

		ACP	EDC	MATCH	PSS	ACSP	HSGP
4.223	Q2 How much generative value (power) is present in the materials? (none - a moderate amount - a great deal, 0-6)	3	5	6	4	3	5
4.224	Learning Set Q How much previous experience does the student need to have with the material in the curriculum, or with related material, before he can successfully work with the material? That is, should he have acquired a particular learning set toward the content? (no experience - some experience - extensive experience, 0-6)	2	0	0	0	0	0
4.225	Values Q How often is the material likely to be in conflict with the value positions held by the students? (never - sometimes - always, 0-6)	2	3	2	3	3	3

	ACP	EDC	MATCH	PSS	ACSP	HSGP
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4.231 Feedback: Form, Source, Timing, and Frequency

Q . . . check the appropriate letters to indicate the nature of the feedback described in the materials. Describe any categories marked "Other."

(I = immediately after response -
D = delayed - E = after every response - P = suggested pattern - O-1 = other pattern - T = teachers - P = peers - O-2 = other source)

Feedback Form (timing)

Written

Verbal

Non-verbal

Physical

Public

Private

D I UA UA UA UA

UA I UA UA UA UA

UA I UA UA UA UA

UA I UA UA UA UA

UA I UA UA UA UA

UA I UA UA UA UA

4.231	Feedback Form (frequency)	ACP	EDC	MATCH	PSS	ACSP	HSGP
	Written	UA					
	Verbal	UA	UA	UA	UA	UA	UA
	Non-verbal	UA	UA	UA	UA	UA	UA
	Physical	UA	UA	UA	UA	UA	UA
	Public	UA	UA	UA	UA	UA	UA
	Private	UA	UA	UA	UA	UA	UA
	<u>Feedback Form (source)</u>						
	Written	T					
	Verbal	T	UA	UA	UA	UA	UA
	Non-verbal	UA	T & P	P	T	T & P	T & P
	Physical	UA	UA	UA	UA	UA	UA
	Public	UA	UA	UA	UA	UA	UA
	Private	UA	UA	UA	UA	UA	UA

4.232 Active Participation and Novelty

Q1 How often are students able to actively participate in the learning process? (never - occasionally - very often, 0-6) 1

Q2 How frequently do students encounter new and novel situations when using the materials? (never - occasionally - very often, 0-6) 3

5	6	5	5	5	5	5	660
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		ACP	EDC	MATCH	PSS	ACSP	HSGP
4.233	<u>Punishment</u>						
	Q Are the materials designed to be used in such a way that the student is allowed to make mistakes without threat of failure? (never - sometimes - always, 0-6)	3	5	5	5	5	5
4.234	<u>Student Feedback</u>						
	Q How frequently is the student able to give feedback to either the teacher or the author on the use of the materials? (means never provided - means sometimes provided - means provided continuously, 0-6)	0	0	0	0	0	3
4.241	<u>Practice, Drill, Review</u>						
	Q How frequently are students given an opportunity to practice, drill, or review the material to be learned? (never - occasionally - very often, 0-6)	4	3	0	0	4	3
	Practice	4	3	0	0	4	3
	Drill	4	3	0	0	4	3
	Review	4	4	4	3	4	4

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		ACP	EDC	MATCH	PSS	ACSP	HSGP
4.242	<u>Setting</u>						
	Q In what kind of group setting do practice, drill, and/or review take place?						
	(P = practice - D = drill, R = review)						
	Individualized						
	Small groups						
	Large groups	P,D,R	R	R	R	R	R
4.251	<u>Assimilation and Accommodation</u>						
	Q To what extent has the author taken into account development of the cognitive processes of assimilation and accommodation in the child?						
	(not considered - somewhat considered - always considered, 0-6)						
	Assimilation	UA	UA	UA	UA	UA	UA
	Accommodation	UA	UA	UA	UA	UA	UA

	ACP	EDC	MATCH	PSS	ACSP	HSGP
4.252 Phases of Cognitive Development						
Q . . . check those phases of cognitive development (categorized according to Jean Piaget) of the students for which the materials were designed. (See 1.4-Q)						
Preconceptual						
(2 to 4 years)						
Intuitive thought						
(4 to 7 years)						
Concrete operations	x			x		
(7 to 11 years)						
Formal operations		x	x		x	
(11 to 15 years)		x	x			
4.311 Teacher-to-Student Action						
Q Indicate the frequency of use of the materials listed below. (infrequent use - occasional use - extensive use, 0-4)						
Modes or Resources						
Exposition	4	0	0	4	2	0
Stories	0	0	0	0	0	0
						663

	ACP	EDC	MATCH	PSS	ACSP	HSGP
4.311 Instructional Television	0	0	0	0	0	0
Demonstrations	1	3	0	2	2	1
Questioning	1	3	3	3	2	4
Audio tape	0	0	0	0	0	0
Other (specify)						

4.321 Resource-to-Student Action

Q Indicate the frequency of use of the materials listed below. (Infrequent use - occasional use - extensive use, 0-4)

Instructional television	0	0	0	0	0	0
Student textbook (pamphlets)	4	4	0	0	4	4
Resource books:						
Fiction	0	4	0	4	0	0
Non-fiction	0	3	3	3	0	0
Periodicals	0	0	0	0	0	0
Documents	0	1	0	0	0	0
Pamphlets	0	4	2	0	0	0
Essays	3	3	0	0	0	0
Case studies	3	0	0	0	0	0

	ACP	EDC	MATCH	PSS	ACSP	HSGP
4.321 Pictures:						
Color	0	0	3	0	0	0
Black and White	0	0	0	4	2	0
Films (8mm):						
Silent	0	1	0	0	0	0
Sound	0	4	0	0	0	0
Color	0	4	0	0	0	0
Black and White	0	1	0	0	0	0
Films (16mm):						
Silent	0	1	0	0	0	0
Sound	0	4	0	0	0	0
Color	0	4	0	0	0	0
Black and White	0	1	0	0	0	0
Filmloops (8mm):						
Silent	0	0	0	0	0	0
Sound	0	0	0	0	0	0
Color	0	0	0	0	0	0
Black and White	0	0	0	0	0	0

4.321 Filmstrips:	ACP	EDC	MATCH	PSS	ACSP	HSGP
With recordings	0	0	2	3	4	0
Without recordings	0	1	2	0	0	3
Color	0	1	2	3	4	3
Black and White	0	0	0	0	0	0
Slides:						
With recordings	0	0	0	0	0	0
Without recordings	0	0	0	0	0	0
Color	0	0	0	0	0	0
Black and White	0	0	0	0	0	0
Records	1	0	2	0	2	0
Audiotapes	0	0	0	2	0	0
Videotapes	0	0	0	0	0	0
Transparencies	0	0	0	2	2	3
Artifact	0	0	4	4	4	0

	ACP	EDC	MATCH	PSS	ACSP	HSGP
4.331 Teacher-Student Interaction						
Q Indicate the frequency of use of the materials listed below. (infrequent use - occasional use - extensive use, 0-4)						
Laboratory	0	1	2	0	1	0
Discussion	1	3	4	3	3	3
Question-asking	1	3	4	4	3	4
Field trips	0	0	0	1	0	0
Tutoring	0	0	0	0	0	0
Seminars	0	2	0	0	0	0
Debate	0	2	3	1	0	0
4.341 Student-Student Interaction						
Q Indicate the frequency of use of the materials listed below. (infrequent use - occasional use - extensive use, 0-4)						
Role-playing	0	2	3	1	0	0
Games	0	2	0	2	0	0
Simulations	0	1	3	0	0	2
Simulation-games	0	0	0	0	0	0
						667

	ACP	EDC	MATCH	PSS	ACSP	HSGP
4.341 Group discussion	0	3	4	3	1	3
Debate	0	3	3	1	0	3
Plays	0	0	0	0	0	0
Panels	0	0	1	0	0	1
Field trips	0	0	0	0	0	0

4.351 Resource-Student Interaction

Q Indicate the frequency of use of the materials listed below. (infrequent use - occasional use - extensive use, 0-4)

Readings	4	4	0	0	3	3
Laboratory	0	1	1	1	2	0
Workbooks	0	0	0	0	0	1
Non-print media	0	3	4	3	2	0
Information retrieval systems (specify)	0	0	0	0	0	0
Computer assisted instruction	0	0	0	0	0	0
Programmed instruction	0	0	0	0	0	0
Artifacts	0	0	0	3	3	0
Independent study (specify)	0	0	0	0	0	0
Field trips	0	0	0	0	0	0

668

4.361	Teacher-Student-Resource Interaction	ACP	EDC	MATCH	PSS	ACSP	HSGP
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Q Indicate the frequency of use of the materials listed below. (infrequent use - occasional use - extensive use, 0-4)

Laboratory	0	2	1	1	2	0
Non-print media	0	3	4	3	3	1
Simulations	0	1	3	0	0	0
Games	0	0	0	2	0	0
Simulation-games	0	0	3	0	0	0

5.121 Age

Q1 Using the Wechsler Adult Intelligence Scale, indicate the intelligence levels that might have success with these materials.

(Defective) below 70
(Borderline) 70-79
(Dull-Normal) 80-89
(Average) 90-109
(Bright-Normal) 110-119
(Superior) 120-129
(Very Superior) above 130

	x	x	x	x	x	x
	x	x	x	x	x	x
	x	x	x	x	x	x
	x	x	x	x	x	x
	x	x	x	x	x	x

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	ACP	EDC	MATCH	PSS	ACSP	HSGP
5.121 Q2 At what level of Piaget's taxonomy of development should a student be to successfully use these materials?						
Sensorimotor						
Preconceptual						
Intuitive Thought				X		
Concrete Operations	X	X	X		X	X
Formal Operations		X	X		X	X
5.122 <u>Cognitive Skills</u>						
Q1 In what areas should the student have substantial strength to successfully use these materials?						
Knowledge	X	X	X		X	X
Comprehension	X	X	X	X	X	X
Application		X	X	X	X	X
Analysis						
Synthesis						
Evaluation						

	ACP	EDC	MATCH	PSS	ACSP	HSGP
5.122 Cognitive Skills						
Q2 What previous information must the student have acquired?						
No previous information or experience needed	x	x	x	x	x	x
Some previous information or experience needed						
Q3 What communications should the student be able to translate, interpret, or extrapolate before using these materials?						
Reading skills	x	x			x	x
Symbolic interpretation skills			x		x	
Map or chart reading	x	x	x		x	x
None of the above				x		
Q4 What tools should the pupil, without guidance, be able to select and use to study a given situation before using these materials?						
Interpretation of verbal and other media	x	x			x	x

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	ACP	EDC	MATCH	PSS	ACSP	HSGP
5.122 Power to reason and generate new ideas in light of given information		x	x			x
Ability to memorize large quantities of data	x					
None needed				x		
Q5 Should the student be able to break down materials into constituent parts and detect the relationship of these parts and how the parts are organized before using these materials (Yes - No)	Yes	Yes	Yes	Yes	Yes	Yes
Q6 Should the pupil be able to put elements together, creating a unique communication, before using these materials? (Yes - No)	Yes	Yes	Yes	Yes	Yes	Yes
Q7 Should the student be able to make judgments about the worth of some given before using these materials (Yes - No)						

(unanswerable as stated)

		ACP	EDC	MATCH	PSS	ACSP	HSGP
5.123	Cognitive Style for Structuring Information						
	Q1 Does the pupil need to be of the cognitive nature that learns best through "any of the following" representations of a structure of a discipline?						
	Enactive	x					
	Iconic	x	x	x	x	x	x
	Symbolic		x	x	x	x	x
	Q2 Should the pupil be of the nature that learns best by being physically and/or actively involved in a learning situation which is difficult to express in words or diagrams? Should the student be adept at playing roles, games, and/or simulations? (Yes - No)	No	Yes	Yes	Yes	Yes	Yes
	Q3 Should the student be adept at working with maps, graphs, charts, diagrams, etc.? (Yes - No)	Yes	No	No	No	Yes	No

		ACP	EDC	MATCH	PSS	ACSP	HSGP
5.123	Q4 Should the pupil be adept at understanding a communication in the form of logical proposition? Should he be a good reader? Should he be a good listener of records, tapes, etc.? (Yes - No)	Yes	Yes	Yes	No	Yes	Yes
5.141	<u>Socio-Economic Level</u> Q Indicate . . . the various degrees of success that different socio-economic levels will experience in using these materials. (no success - moderate success - great success, 0-6)						
	Upper	3	5	5	5	5	5
	Middle	3	5	5	5	5	5
	Lower	2	5	6	5	5	5
5.142	<u>Group Skills</u> Q Should the student be able to work in large and/or small groups to have success with these materials?						
	Small groups		x	x	x	x	x
	Large groups	x	x		x	x	x
							674

5.211	Content	ACP	EDC	MATCH	PSS	ACSP	HSGP
	Q1 How many courses should the teacher have in each of the following areas to successfully teach these materials? (semester hours)						
	Anthropology	0-12	0-6	0-6	0-6	0-12	0-6
	Economics						
	Geography				0-6		0-12
	History						
	Political Science						
	Psychology						
	Sociology		0-6		0-6		
	Social Psychology						
	Q2 Is there any other content the teacher should have in addition to the previously mentioned content background? (Yes - No)	No	No	No	No	No	No
	Q3 Should the teacher be aware of and have a working knowledge of a particular discipline's mode or methodology? (Yes - No)	Yes	No	Yes	No	Yes	No

	ACP	EDC	MATCH	PSS	ACSP	HSGP
5.212 Subsequent Training						
Q1 How much subsequent training will the teacher need to teach these materials successfully? (none - some - a great deal, 0-6)	UA	UA	UA	UA	UA	UA
Q2 Will the teacher need training in new strategies, techniques, and/or skills? (Yes - No) If yes, specify.						
Inquiry skills	No	Yes	Yes	Yes	No	Yes
Discovery skills	No	Yes	Yes	Yes	No	Yes
Discussion skills	No	Yes	Yes	Yes	No	Yes
Memory techniques	Yes	No	No	No	No	No
Critical thinking skills	No	Yes	Yes	Yes	No	Yes

5.251 Attitude						
Q1 What attitude should the teacher have toward himself to successfully use these materials?						
None other than what is normally expected of teachers (none stated in materials)	x	x	x	x	x	x

		ACP	EDC	MATCH	PSS	ACSP	HSGP
5.251	Q2 What attitude should the teacher have toward students to successfully use these materials? Normal accepting attitude toward students and their ideas. (none stated in materials)	X	X	X	X	X	X
	Q3 What attitude should the teacher have toward others to successfully use these materials? Normal open and accepting attitude toward others and their ways. (none stated in materials)	X	X	X	X	X	X
	Q4 What attitude should the teacher have toward change to successfully use these materials? New and different things; comfortable with a variety of situations	X	X	X	X	X	X

	ACP	EDC	MATCH	PSS	ACSP	HSGP
5.321 <u>Space</u>						
Q How much classroom space is needed to properly conduct class sessions when using these materials? (normal space - moderately more than normal - a great deal of space, 0-6)	0	0	0	0	0	0
5.322 <u>Equipment</u>						
Q1 What classroom equipment is needed to properly conduct class sessions using these materials?						
No special equipment	x	x		x	x	x
Tables and chairs			x			
Learning centers					x	
Interest centers		x		x	x	
Q2 What audio-visual equipment will be needed to successfully use these materials?						
Film projector and screen		x				
Filmstrip projector and screen			x	x	x	x
Overhead projector			x	x	x	x
Opaque projector						

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	ACP	EDC	MATCH	PSS	ACSP	HSGP
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5.322 Record player
Tape player

X X X X

5.421 Occupational

Q Indicate . . . the occupational group(s) which should make up a community in order for the materials to be successfully implemented.

Blue collar
White collar
Management
Professional

X X X X
X X X X
X X X X
X X X X

5.422 Industrial

Q1 Indicate . . . the industrial components necessary in a community for successful implementation of these materials.
(1 = small industrial business - 2 = small corporations - 3 = large corporations, all = x)

Agricultural
Financial
Industrial
Retail
Wholesale

X X X X
X X X X
X X X X
X X X X
X X X X

		ACP	EDC	MATCH	PSS	ACSP	HSGP
6.211	through 6.214	<u>Student Outcomes</u> To what extent does the pre- dicted/reported information indicate successful use of the materials with students with respect to the following out- comes? (unsuccessful - some- what successful - very success- ful, 0-6)					
6.211	<u>Cognitive Outcomes</u>						
	Q1 Analyst's prediction	3	5	4	5	5	5
	Q2 Reported information	3	5	UA	UA	5	5
6.212	<u>Affective Outcomes</u>						
	Q1 Analyst's prediction	NA	5	NA	5	NA	4
	Q2 Reported information	NA	5	NA	UA	NA	UA
6.213	<u>Psychomotor Outcomes</u>						
	Q1 Analyst's prediction	NA	NA	NA	NA	NA	NA
	Q2 Reported information	NA	NA	NA	NA	NA	NA
6.214	<u>Social Outcomes</u>						
	Q1 Analyst's prediction	NA	5	5	5	NA	5
	Q2 Reported information	NA	UA	UA	UA	NA	UA

		ACP	EDC	MATCH	PSS	ACSP	HSGP
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6.221 Ease of Use

How easy to use are the materials predicted-reported to be? (very difficult to use - somewhat difficult to use - very easy to use, 0-6)

Q1 Analyst's prediction	0	5	4	5	4	5
Q2 Reported information	UA	5	UA	UA	UA	5

6.222 Teacher Training

How much teacher training is predicted/reported to be essential in order to successfully use the materials? (extensive training - some training - no training, 0-6)

Q1 Analyst's prediction	3	5	5	5	3	5
Q2 Reported information	6	6	6	6	6	6

6.311 Consistency

... indicate the degree of consistency with which the author carried out his intentions, with respect to the following:
(very inconsistent - somewhat consistent - very consistent, 0-6)

		ACP	EDC	MATCH	PSS	ACSP	HSGP
6.311	Q1 Consistency of author's rationale and objectives	6	6	6	6	6	6
	Q2 Consistency of author's rationale and his view of the discipline	6	6	6	6	6	6
	Q3 Consistency of author's rationale and theory of learning and/or instruction	6	6	6	6	6	6
	Q4 Consistency of author's learning and/or instructional theory and teaching strategies	6	6	6	6	6	6
6.312	<u>Appropriateness</u> Indicate to what degree the following are appropriate in your (the analyst's) judgment. (very inappropriate - somewhat appropriate - very appropriate, 0-6)						
	Q1 Author's selected content with his stated objectives	5	5	5	5	5	5
	Q2 Author's selected teaching strategies and the selected content and objectives	2	5	5	5	4	5
	Q3 Author's intended user characteristics and the selected strategies, content, and objectives	2	5	5	5	4	5

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APPENDIX C

ANTHROPOLOGISTS' QUESTIONNAIRE

6. Project _____

Questions

Types of Materials

1. Written material

a) books _____

Do you consider the project books: highly accurate ____,
accurate ____, questionably accurate ____, not accurate ____.

Do you consider the project books: highly representative
____, representative ____, questionably representative
____, not representative ____.

b) booklets _____

Do you consider the project booklets: highly accurate
____, accurate ____, questionably accurate ____, not
accurate ____.

Do you consider the project booklets: highly representa-
tive ____, representative ____, questionably representa-
tive ____, not representative ____.

c) notes _____

Do you consider the project notes: highly accurate ____,
accurate ____, questionably accurate ____, not accurate ____.

Do you consider the project notes: highly representative
____, representative ____, questionably representative
____, not representative ____.

d) maps _____

Do you consider the project maps: highly accurate ____,
accurate ____, questionably accurate ____, not accurate ____.

Do you consider the project maps: highly representative ____,
representative ____, questionably representative ____,
not representative ____.

e) charts _____

Do you consider the project charts: highly accurate ____,
accurate ____, questionably accurate ____, not accurate ____.

Do you consider the project charts: highly representa-
tive ____, representative ____, questionably representa-
tive ____, not representative ____.

f) site plans _____

Do you consider the project site plans: highly accurate ____,
accurate ____, questionably accurate ____, not
accurate ____.

Do you consider the project site plans: highly represen-
tative ____, representative ____, questionably represen-
tative ____, not representative ____.

g) test materials _____

Do you consider the project test materials: highly
accurate ____, accurate ____, questionably accurate ____,
not accurate ____.

Do you consider the project test materials: highly
representative ____, representative ____, questionably
representative ____, not representative ____.

h) bibliography _____

Do you consider the project bibliography material:
highly accurate ____, accurate ____, questionably
accurate ____, not accurate ____.

Do you consider the project bibliography materials:
 highly representative ___, representative ___,
 questionably representative ___, not representative
 ___.

2. Audio Visual material

a) films _____

Do you consider the project films: highly accurate ___,
 accurate ___, questionably accurate ___, not accurate
 ___.

Do you consider the project films: highly representa-
 tive ___, representative ___, questionably representa-
 tive ___, not representative ___.

b) filmstrips _____

Do you consider the project filmstrips: highly accurate
 ___, accurate ___, questionably accurate ___, not
 accurate ___.

Do you consider the project filmstrips: highly represen-
 tative ___, representative ___, questionably represen-
 tative ___, not representative ___.

c) slides _____

Do you consider the project slides: highly accurate ___,
 accurate ___, questionably accurate ___, not accurate
 ___.

Do you consider the project slides: highly representa-
 tive ___, representative ___, questionably representa-
 tive ___, not representative ___.

d) tapes _____

Do you consider the project tapes: highly accurate ___,
 accurate ___, questionably accurate ___, not accurate
 ___.

Do you consider the project tapes: highly representative ____, representative ____, questionably representative ____, not representative ____.

e) records _____

Do you consider the project records: highly accurate ____, accurate ____, questionably accurate ____, not accurate ____.

Do you consider the project records: highly representative ____, representative ____, questionably representative ____, not representative ____.

f) transparencies _____

Do you consider the project transparencies: highly accurate ____, accurate ____, questionably accurate ____, not accurate ____.

Do you consider the project transparencies: highly representative ____, representative ____, questionably representative ____, not representative ____.

3. Artifact

a) casts _____

Do you consider the project casts: highly accurate ____, accurate ____, questionably accurate ____, not accurate ____.

Do you consider the project casts: highly representative ____, representative ____, questionably representative ____, not representative ____.

b) museum reproductions _____

Do you consider the project museum reproductions: highly accurate ____, accurate ____, questionably accurate ____, not accurate ____.

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Do you consider the project museum reproductions: highly
representative ____, representative ____, questionably
representative ____, not representative ____.

7. Summary statements

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A. Briefly compare the project materials in terms of:

1. Which project(s) you consider the most representative of your field. Rank the project(s) in order from highest to lowest in terms of representativeness.

highest _____ lowest

2. Briefly describe your reaction to the project materials in terms of:

a. Specific projects

b. Your general reaction to project materials

APPENDIX D

SPECIFIC AND TECHNICAL COMMENTS
OF THE ANTHROPOLOGISTS

EDUCATION DEVELOPMENT CENTER

The following comments were made by C. R.

Hatfield, Jr., in regard to the Man: A Course of Study materials.

1. Herring Gull: Some rather sophisticated terminology was used in these materials. For instance, the term "regurgitation" which may be too sophisticated for students at this level.

2. Films:

a. "The Baboon Troop" - In this film the presentation of the dominance structure seems overly complex especially for grade school. The film also ends very abruptly.

b. "Older Infants" and "Winter Sea-Ice Camp" did not contain a narrative.

c. "Life on the Tundra" - This film appears to be mediocre at best when compared with the Eskimo films.

UNIVERSITY OF MINNESOTA PROJECT SOCIAL STUDIES
CURRICULUM CENTER

The following comments were made by D. A. Breternitz in regard to the unit "Hopi Indian Family."

1. Filmstrip #1, frame 21: This frame depicts the Flute ceremony which is actually in August on the years when the Snake dance is not held.

2. Frame 22: Frame 22 depicts the Antelope ceremony which is actually part of the Snake dance.

ANTHROPOLOGY CURRICULUM STUDY PROJECT

The following specific comments were made by C. R. Hatfield, Jr., in regard to unit four, "Modernization and Traditional Societies."

1. Russia and Viet Nam--both are "hot" areas ideologically. The teacher may have to be better prepared in the Plan to remove his own biases.

2. Hasanabad--an archaeologist describes the community. Perhaps a more insightful and less artifact oriented analysis would have come from an ethnologist.

The following specific comments were made by Alice M. Brues in regard to unit two, "Origins of Humanness."

The student booklet contained the following discrepancies.

1. The following illustrations were distorted:
FC1, FC3, FC4, and FC5.

2. Page 23 (and fig. 1): The gibbon hand is not good for grasping tools, for it is too specialized for brachiation, and the thumb is much reduced. See also Fig. 8. The orang hand also has a reduced thumb which would not have been present in man's ancestry. Chimp or gorilla would be better to illustrate this point.

3. Also--"most apes live in trees." The gorilla is terrestrial, the chimp half terrestrial. There is a problem here of making statements about all apes together. The gibbon is so different from the others that it makes problems.

4. Page 24: "Leaping" from one branch to another doesn't really characterize any of the apes. Gibbons swing, the others climb. The difficulty here is that the forward position of the eyes actually developed at a much earlier stage in primate evolution, and was just "there" when the apes evolved.

5. Page 47, col. 3: There is an implication that carrying things in one's arms does not interfere with climbing a tree. I doubt this.

6. Page 56, col. 3: Size growth of the brain and learning don't have to occur simultaneously.

7. Page 58: Apes have arms distinctly longer than legs.

8. Page 59, col. 2, 4th paragraph: "Women's Lib will murder you!"

9. Page 61: Distribution of Australopithecines--there's an inconsistency of map and text. Also, Homo erectus distribution may not be discontinuous.

10. Teacher's guide, page 47, col. 3: The statement that language had more effect on brain size than tools did, could be questioned.

HIGH SCHOOL GEOGRAPHY PROJECT

The following specific comments were made by
C. R. Hatfield, Jr.

1. Page 28 of the teacher's guide, Arab expansion--one reason for spread should be "enthusiasm of spreaders."

2. Page 7, teacher's manual--couldn't understand what answers were expected from questions on type of cattle used.

ANTHROPOLOGY CURRICULUM PROJECT

The following specific comments were made by Omer Stewart in regard to the materials included in The Development of Man and His Culture: New World Prehistory.

1. Since the unit is on new world prehistory the drawing on p. 3, publication #28 of the pupil text showing a "metal sword" could be misleading, inasmuch as no metal swords were known in the new world in prehistory times.

2. The same goes for p. 9. A horse sacrifice with cart wheels, not a New World site, but from Siberia.

The following specific comments were made by Omer Stewart in regard to the materials included in The Concepts of Culture.

1. The drawing of Arunta contains one gross error in showing Arunta breech clouts or aprons. The Arunta aborigine were naked.

2. Showing a house for the Arunta is wrong because they were seldom if ever used.

3. The Arunta grinding stone was not transported, it was usually in bedrock.

4. The materials state that "Hides were not used for clothing because animals were cooked in skins." This

reason is doubtful.

5. The Kazak mostly live all year in a felt Yurt, addition of a sod house distorts the picture.

There are a number of definitional inconsistencies in Outline of Basic Concepts in Anthropology included with the course materials.

1. Publication #1, page 5 states that culture is non-material. The pupil text, however, in Concepts of Culture on page 18 contains the subheading "Material Culture."

2. The project distorts both anthropology and concepts of culture by including unusual definitions. For instance, Outline of Basic Concepts in Anthropology includes the following statement on page 1, item 1: "As a discipline it (anthropology) belongs to the natural sciences and social sciences" -- what about the humanities; music, art, folklore, language, etc.

The following specific comments were made by Allen Bell in regard to the Language materials.

1. Page 14 contains a voice-muscle contradiction.
2. Page 25 has a confusion of tongue blade and body.

3. Page 59--the Zuni experiments are oversimplified.

There are also some omissions.

1. Page 53, chart--Catalan is included but not Roumanian.

2. Page 59 should include a discussion of how the Greeks introduced vowels.

3. Page 29--the discussion of primitive language is very academic. It would be better to relate it to non-standard dialects.

The following specific comments were made by Alice M. Brues in regard to the material Race, Caste and Prejudice.

1. Page 25: The third and fifth paragraphs are not consistent. As of 1970, census data on race was based on self-classification in a questionnaire; hence, there was no definition of race. The definition never could be made to work anyway. Most persons with one-fourth or less Negro admixture can pass for white, and if they remained in a situation in which a census representative would judge them as Negro, it was voluntary.

2. Page 30: What are the "many physical anthropology textbooks" currently in use that have a hierarchical order of races?

3. Page 33: There is a lot of sound and well researched evidence for genetic factors in intelligence, though that doesn't say that there are racial differences (Erlingmeyer and Jarvik, Science, 142:1477-9). But try to get that past the current sociological propaganda line!

4. Page 38: It would be nice if we really were "correcting the habit of typing people with meaningless racial labels." Actually the process is proliferating in government agencies, schools, and everywhere else.

5. Page 150: The B and AB blood types are not found "throughout the world" unless you count the introduction of the B gene to the western hemisphere by Europeans and Negroes.

6. Page 153: I took some time trying to run down the sources of their brain size data, with partial success. All the figures I was able to trace were actually cranial capacity, which is usually about 200 cc. greater than brain size. This would not matter if the data were comparable. However, they, or whoever they took the

data from, selected figures out of quite a range of values for different populations of the same race, and seem to have gone out of their way to select the highest figures for the first six groups and the lowest for the last two. You could prove anything you wanted this way.

APPENDIX E

**LISTING OF SOME OTHER PROJECTS AND SOME SIMULATION
GAMES WHICH CONTAIN ANTHROPOLOGY MATERIAL**

1. Anthropology Case Material Project. Robert G. Hanvey was the director of this project at the University of Indiana. This project was a supplemental program to ACSP and attempted to generate a model for change in curriculum and the improvement of materials in addition to those provided for in ACSP. The approach was cross-cultural and the materials were to be sold in an unfinished form which was meant to encourage teachers to adapt the materials to their own needs. Most of the activities centered around class discussion and included readings and recorded interviews. Hanvey was not able to provide materials from this project to be analyzed in this study. See attached letter at the end of this appendix.

2. Paul Bohannon was developing "An Experimental Ninth-Grade Anthropology Course" at Northwestern University. The first quarter of the course was to concentrate on culture and social anthropology, the second quarter was to involve the study of human origins and prehistory and the third quarter was to study comparative civilizations. Dr. Bohannon was not able to provide materials for analysis in this study. See attached letter at the end of this appendix.

3. Inland Valley Elementary School Archaeology
Project: A Comparison of Two Teaching Approaches.

This project was located at the University of Redlands, Redlands, California, and was directed by Donald W. Hardy. The project attempted to develop a teaching guide called "California Archaeology" for use in the sixth grade. Because the project did not find a publisher, materials were not available for analysis in this study.

4. World Studies Inquiry Series. This project was located at the University of California at Berkeley and was directed by Robin J. McKeown. This project contained multidisciplinary materials including some anthropological concepts.

5. Social Studies Curriculum Project. This project was located at Carnegie-Mellon University and was directed by Edwin Fenton. Several courses were available and they included:

a. The Shaping of Western Society: An Inquiry Approach--This multidisciplinary course was designed for use in the 10th grade. The project included the study of political, economic, and social systems. The project studied culture, society or civilization with an interdisciplinary approach.

b. Tradition and Change in Four Societies:

An Inquiry Approach--This multidisciplinary course was designed for the 10th grade and involved the study of American economic, political, and social systems. This course contained some anthropological concepts.

c. The Humanities in Three Cities: An

Inquiry Approach--This course was designed for use in the 12th grade and was a study of man and society as revealed through art produced in Athens during the Golden Age, Florence during the Renaissance, and New York City during modern times.

d. Introduction to the Behavioral Sciences:

An Inquiry Approach--This course was designed for the 12th grade and was concerned with inquiry into human behavior. This course included some concepts from anthropology.

6. Discovering the World: An Adventure in Global Understanding. This project was located at the University of Denver and was directed by Edith W. King. The course was interdisciplinary and attempted to promote cultural awareness in children. The course contained some anthropological concepts.

7. Educational Research Council of American Concepts and Inquiry. This project was developed by the

Educational Research Council of Greater Cleveland and was directed by Raymond English. This project developed a K-12 social studies program which included a multidisciplinary approach. Some of the materials contained some anthropological concepts.

8. Harvard University Social Studies Project.

This project was developed by Fred M. Newmann and Donald W. Oliver as a multidisciplinary project concerned with citizenship education. The materials included teaching approaches and evaluation devices for handling public controversy. Some anthropological concepts were included.

9. The Taba Social Studies Curriculum Project.

This project was directed by Norman E. Wallen and was located at San Francisco State College. The project developed interdisciplinary materials for grades 1-8. Some anthropological concepts were included.

10. Lincoln Filene Center for Citizenship and Public Affairs. This project was directed by John S. Gibson and was located at Tufts University. This K-12 program took an interdisciplinary approach to civic education and included some anthropological concepts.

Two simulation games were identified as being mainly anthropological. They included:

1. Culture Contact. This game was published by ABT Associated, Inc., located in Cambridge, Mass. The game was a simulation of potential conflicts between groups with different cultural backgrounds. The game was designed for use in grades 7-12.

2. Dig. This game was developed by Jerry Lipetzky and was available through Interact Company located in Lakeside, California. The game was designed for use in grades 9-12 and was archaeological.

ANTHROPOLOGY CASE MATERIALS PROJECT
Indiana University
914 Atwater
BLOOMINGTON, INDIANA 47401
812/337-2266

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OCT 27 1971

October 21, 1971

Mr. W. Williams Stevens, Jr.
Associate Director
Social Science Education Consortium, Inc.
970 Aurora
Boulder, Colorado 80302

Dear Bill:

The materials I'm developing are not for the most part "anthropological." The emphasis is really on materials for teacher seminars and frankly, I wouldn't want the preliminary drafts circulating. I certainly will arrange to transmit the revised materials now under development. I should be able to send them to you in March.

Cordially,



Robert G. Hanvey
Director

RGH:ef

NORTHWESTERN UNIVERSITY
EVANSTON, ILLINOIS 60201

DEPARTMENT OF ANTHROPOLOGY

19 October, 1971

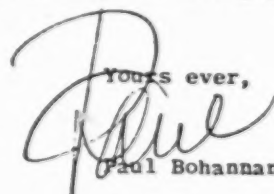
Dr. W. Williams Stevens, Jr.
Social Science Education Consortium, Inc.
Social Science Building
970 Aurora
Boulder, Colorado 80302

Dear Bill:

I wish that I were neat and orderly enough a person that it truly could be said that I had put together some materials and outlines for the time that I was working with those junior high kids. Alas, it cannot be said. The only thing that I can do is to send you along a reprint of an article that I and two of my colleagues wrote about that experience, and suggest that if you want to display anything that it be accompanied by books out of the library. I know this isn't very satisfactory, but it's the only thing I can do.

I didn't know that I was coming out to do some work with Larry Senesh, but since I am often the last to know something like that, I am looking forward to seeing you.

Yours ever,



Paul Bohannon

PB:sm